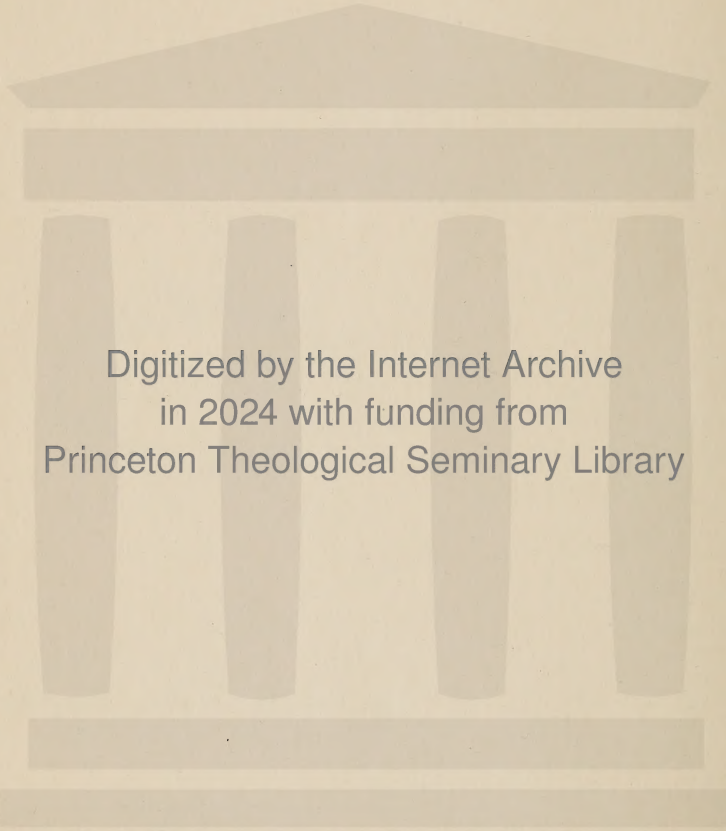


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THE INTERESTS OF  
YOUNG MEN



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**THE INTERESTS  
OF YOUNG MEN**

*The Discovery and Meaning of Interests  
in Program Building*

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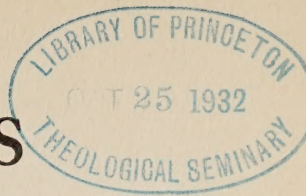
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D. E. S.





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## INTRODUCTION

MODERN EDUCATION is definitely trending toward a person-centered and away from a knowledge or an activity-centered program. Progress has been particularly marked in non-formal voluntary organizations such as social and religious agencies, especially in their juvenile sections.

Particular emphasis has been put on interest as a basis for sound educational program building. The concepts of interest, however, have been rather vague and intangible and therefore hard to handle on the part of teachers, club leaders, directors or secretaries who are faced with the problems of practical leadership. The present volume is prepared for these very workers in the field who are seeking for new understandings and methods of developing personalities.

The book starts out with a short and new exposition of the nature and function of interest in this educational process. Immediately follows a description of the social situation in which a rather intensive experiment was conducted to determine which methods of discovering interests seem to be most effective. The experiment itself is described in detail, step by step, as it progressed, in order to suggest methods and techniques by which leaders in local institutions can proceed in making studies of their own institutions. The reader who is not interested in statistics can easily pass quickly over the technical portions to the conclusions and interpretations of the results. The chapter on "Suggestions" attempts to interpret the results of the experiment in terms of a person-centered program of religious education. Of special importance to field workers is the closing chapter on "The Organization and Methods of Counseling." Here a manual of instructions in the use of the Interest Finder is included for those who would like to experiment as counselors themselves.

When the present title was first suggested, a friend remarked that a fitting subtitle might be, "Of Particular Interest to Women." Entirely aside from its apparent facetiousness such a subtitle would have been well chosen as far as the subject-matter of the book is concerned. Mere circumstances decreed that the experiment be conducted



in a local Young Men's Christian Association. The methods and techniques employed are equally applicable to women as well as men. The term "men" could be considered in the collective sense much as Professor Albert Coe used it in his book *The Motives of Men*.

A word of caution, however, is necessary to avoid hasty generalization. The results are quite specific to this particular situation. The reader can best judge to what extent they seem applicable to his or her organization by comparing the similarities of elements in the respective situations.

It is the hope of the author that the book will not only be helpful in actual program diagnosis and building but also will stimulate more of an objective research attitude toward all of our program operations.

THE INTERESTS OF  
YOUNG MEN





## CHAPTER I

### THE MEANING OF INTEREST <sup>1</sup>

A RATHER extensive survey of psychological and sociological literature reveals a widespread use of the term "interest" but few attempts to analyze its underlying meaning. Business and industry conceive of "interests" in terms of economic rights. Jurisprudence holds much the same view when it speaks of the "interests" of clients, whether they be individual or social. E. C. Lindeman <sup>2</sup> says, "An interest symbolizes something which all members of the group want, need, desire or wish for and therefore strive to acquire."

The word came originally from a Latin term "inter esse" which means "to be between." Professor John Dewey as early as 1913 wrote a most discriminating little book entitled *Interest and Effort in Education* in which he says:

1. The active or propulsive phase of interest takes us back to the consideration of impulse and the spontaneous urgencies or tendencies of activity. . . . In this primitive condition of spontaneous impulsive activity we have the basis of natural interest. Interest is no more passively waiting around to be excited from the outside than is impulse. . . .

2. The objective side of interest. Every interest, as already said, attaches itself to an object. . . . Take whatever instance of interest we choose, and we shall find that, if we cut out an object about which interest clusters, interest itself disappears relapsing into empty feeling. . . .

3. We now come to the emotional phase. Value is not only objective but subjective. There is not only the thing which is projected as valuable or worth while, but there is also appreciation of its worth.

<sup>1</sup> The following discussion is a short abstract of a rather extensive treatment of "interest" which was a part of the author's dissertation for the doctorate as accepted by the University of Chicago. A more detailed statement will probably be published later under some title, such as *A Social Psychology of Interest*.

<sup>2</sup> E. C. Lindeman, *Social Discovery* (New York: Republic Pub. Co., 1925), p. 216.

Professor Perry has attempted a more elaborate analysis in his book *General Theory of Value* in which he makes "interest the basic constituent and constant source of value." In other words the values of life come through the satisfactions of our interests and not from sources external to us. This point of view seems to be held quite generally by modern philosophers. It is of particular concern to religious workers, also, because religion itself is being interpreted increasingly by such men as Dewey, Ames, Hayden and Coe in terms of "reconstruction, re-evaluation and quest for values." It would seem, then, that a clear understanding of "interests" and how to discover and redirect them should be a first step in any intelligent program of religious education.

Professor Perry, after much detailed and devious discussion, finally comes to much the same position which we have already quoted from Professor Dewey, although not quite so clearly.

It appears to be necessary to predicate two springs of action in the intelligent organism: (1) the more deep seated, sustained and general propensity which accounts for the increased reactivity called "trying" and which prescribes when this shall be brought to rest; (2) the more superficial, transitory, and specific responses which are rendered hyper-excitabile by the former, but are ordinarily released by sense stimuli. The former we may call the selective or governing propensity, and the latter the tentative or subordinate responses. That one among the tentative responses, which selected, and which we may term the eligible responses, is one which confirms, facilitates and amplifies the selective propensity. When a general propensity is moving the organism, or is dominant, the tentative response in question has a prepotence over others because of the greater compatibility between the expectation which it arouses and the general direction or set of the propensity. Action so performed may fairly be said to be performed owing to its promise, or the eligible response may be said to be performed on purpose.<sup>3</sup>

The Polish psychologist, Znaniecki,<sup>4</sup> agrees essentially with both Dewey and Perry in positing two rather distinct phases of interest, only he prefers to call it a "social tendency or urge to action which seeks certain ends and continues until it is satisfied or effectually blocked." This more objective phase which Professor Dewey calls the interest object or "object of interest" he calls the "social object,"

<sup>3</sup> Ralph Barton Perry, *General Theory of Value* (New York: Longmans Green and Co., 1926), pp. 195-96.

<sup>4</sup> Florian Znaniecki, *The Laws of Social Psychology* (Warsaw: Gebethner & Wolff, 1925), pp. 67-70.

which is not in reality a part of the tendency but only the means of satisfying the tendency.

It seems clear from the foregoing discussion that two quite distinct phases of interest need to be distinguished. The basic impulse or tendencies toward action we may call "basic or fundamental interests." The more objective phase, objects of interest, or social objects we shall call "object or activity interests." We cannot enter here into a discussion of the emotional aspects of interest except to say that there seems to be ample evidence accumulating to support the view that emotions tend to furnish the energy for and by which the interests are satisfied.

An investigation into the physiological origins of the basic interests or tendencies does not seem to warrant the assumption that they are inherent, *i.e.*, inherited at birth as Professor Dewey stated in his early writing. Rather do they seem to be fundamental in the sense that they are most common and most deeply ingrained in our nervous systems, by virtue of our inter-relations with the environmental situations of our experience since birth. In fact, some schools hold that these basic tendencies or interests form more or less stable neural patterns or ways of responding and interacting in the various situations in which the human organism finds himself. Sufficient studies have progressed in this field to indicate the social origins of these basic interests. It is evident that understanding individuals is far from being a simple matter and requires a considerable knowledge of the complex situations through which they have come up to the present.

#### INTERESTS AND WISHES

An examination of the "fundamental wishes" which were first described by W. I. Thomas<sup>5</sup> in 1923, reveals a striking similarity between them and what we have termed *basic or fundamental interests*. Znaniecki, who was a co-author and collaborator with Thomas, defines his social tendency (which we have seen to be essentially similar to *interests*) in terms almost analogous to the psychological wishes. The term *wish*, however, was first brought into prominence by Sigmund Freud as the basis of his psychoanalytical psychology. E. B. Holt has given us probably the best analysis of this concept divorced from the customary Freudian mythological terminology. "The wish," he says, "is a course of action which the body takes or

<sup>5</sup> W. I. Thomas, *The Unadjusted Girl* (Boston: Little B. Brown and Co., 1923), p. 39.



is prepared to take (by motor-set) with reference to objects, relations or events in the environment."<sup>6</sup> A little later he says, "No distinction can be found between function, wish and purpose." Again, he writes, "Interest, 'Aufgabe' and 'Bewusstseinslage' (which are the psychologists' names for motor-set) determine what shall come or go, and how contents shall develop."<sup>7</sup>

Some may argue that Freud's concern is largely centered in the sexual wish, or "libido." While this was true in the beginning of the movement, the concept has been enlarged by various schools of psychoanalysis, to include most, if not all, of the wishes as expounded by different social psychologists. There is no greater measure of agreement between the psychologists as to what their wishes are than between the psychoanalysts. There is a striking unanimity, however, amongst the various groups as to the existence of these basic, more or less stable tendencies to action which seek satisfaction through means of selected social objects in the environment. In fact we might define an interest as a basic or fundamental tendency of an individual to interact positively with those social objects in any given situation which give satisfaction and negatively with those which are unsatisfying.

For our purposes, then, the fundamental wishes and interests are identical. Further information on the wishes can be secured from other sources.<sup>8</sup> As far as the author is aware, this is the first attempt at identifying these two concepts. This union gives new vitality to the concept of interest in education and should make more accessible to educators the newer mental hygiene skills which are increasingly employing the psychological wishes as a basis for personality analysis and adjustment.

#### BEHAVIOR PATTERNS AND INTERESTS

Several references have been made to behavior patterns. Where do they fit into this discussion of interests? Briefly we might say that behavior patterns are rather specific overt ways or habits of interacting in social situations which have given the individual more or less

<sup>6</sup> E. B. Holt, *The Freudian Wish* (New York: Henry Holt and Co., 1915), p. 4.

<sup>7</sup> *Ibid.*, p. 184.

<sup>8</sup> In addition to Thomas, several other discussions on the "fundamental wishes" have appeared more recently. See D. M. Trout, "Bearing of Psychology on Religious Education," *Religious Education*, January, 1929; W. C. Bower, *Curriculum Construction*, University of Chicago, copyright, 1928, p. 12; W. R. Boorman, *Developing Personality in Boys* (New York: The Macmillan Co., 1929), pp. 55-56 for Professor Faris' four classes of wishes.



satisfaction of his basic interests. Abnormal patterns of behavior reveal unsuccessful attempts at adaptation or adjustment to real situations, resulting in the seeking of satisfaction in unwholesome ways or channels, such as: escape from reality, rationalization, extreme braggadocia and the like. Numerous classifications of these patterns of behavior have been advanced by many authors. Almost any good book on abnormal psychology<sup>9</sup> can be studied with profit if the caution is kept in mind that classifications are only convenient ways of assembling data together. Naming or labeling a condition does not explain the causal factors. Good counselors are increasingly avoiding the use of labels in their efforts to analyze and diagnose the real condition underneath the surface.

The behavior patterns, then, occupy an intermediate step between basic interests and activity interests. From the standpoint of analysis and diagnosis the reverse order would be most logical. A careful survey of the objective or activity interests and disinterests (dislikes) of a person's past and present, reveals quite definite behavior patterns, relatively wholesome or unwholesome as the case may be. These patterns of behavior reveal more or less clearly the basic interests underneath which they have sought to satisfy. Every behavior pattern tells the story of success or failure of the individual's search for satisfactions of some basic interest.

Our discussion of interest points the way to the procedures which should be followed if the *fundamental* interests of members are to be discovered as bases for building an interest-centered program. Technically this is as far as the present experiment goes. Much further experimentation needs yet to follow, to discover the most effective social groupings and educational processes for redirecting, reconditioning, and enlarging present inadequate and restricted interests.

Before the experiment itself is outlined it might be helpful by way of orientation to describe the local social situation in which it was conducted. This will be the goal of the remaining pages of this chapter.

#### DESCRIPTION OF THE SITUATION IN GREATER ENGLEWOOD

Greater Englewood is more than a neighborhood on the south side of Chicago. It is a collection of neighborhoods which have voluntarily affiliated themselves into a community of some 200,000 people. The center of this metropolitan community lies at Halsted

<sup>9</sup> J. W. Morgan's *Psychology of Abnormal People* or H. L. Hollingworth's *Abnormal Psychology* are unusually suggestive at this point.

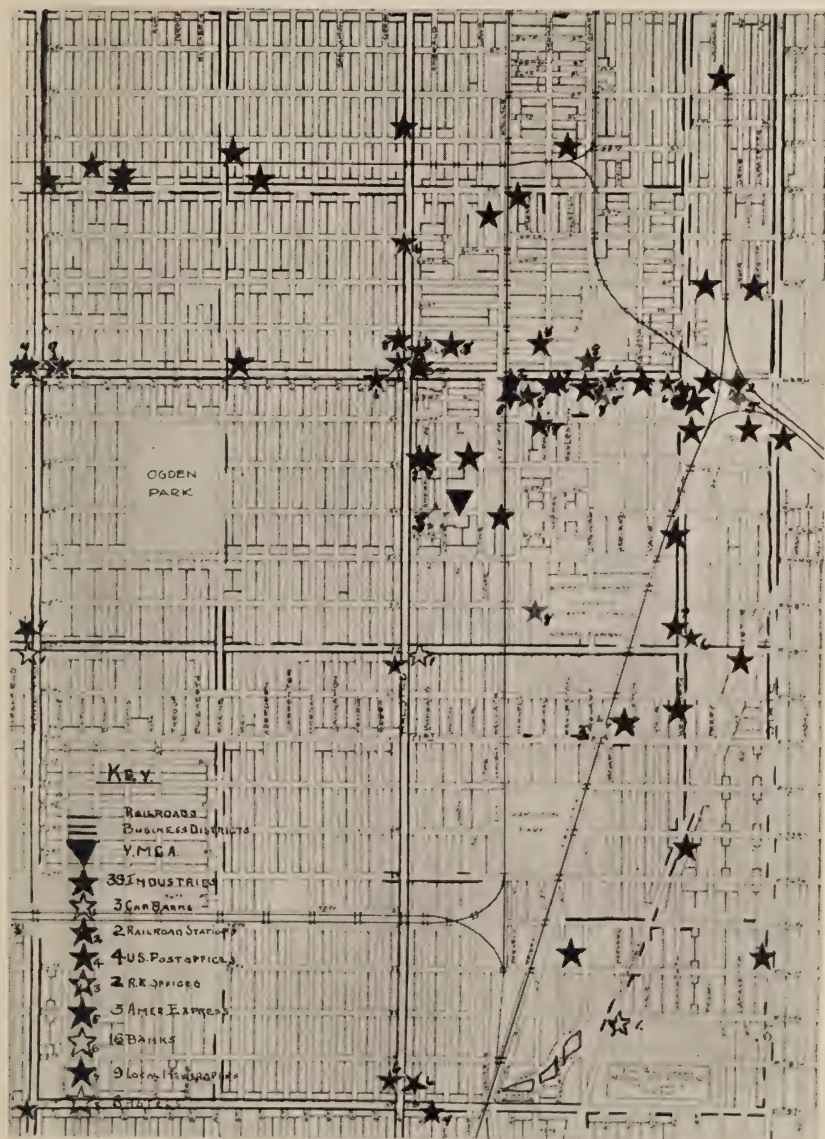
and Sixty-third Street. It extends fully a mile and a half in every direction. The diameter is slightly longer from east to west than from north to south.

The accompanying maps <sup>10</sup> reveal the extent and the complexity of the social and economic organization of the community. A distinct Englewood consciousness has developed which is comparable to that of independent cities of this size or smaller. It was into this setting that the Y M C A came several years ago in a modest way. The spirit of community loyalty and pride responded enthusiastically to the proposition to build a modern Y M C A building which could foster many community enterprises already under way. The campaign was launched with success and resulted in a finely equipped building constructed at a cost of some \$750,000.00, of which \$450,000.00 was subscribed by the local community in comparatively small sums by a large number of persons.

The real nature and function of the new Association, however, did not show itself until the present Executive Secretary, J. F. McFarland, took the helm, in the year 1926. With a genuine desire to function in the whole community, he built his staff, his committees and his program in a statesmanlike manner. Responsibility was actually placed on the Committee of Management and on subcommittees. The finest lay-leadership in the community was challenged and accepted responsibility for the new organization. The complex inter-relationship which these men already had with many other organizations tied the new Association into the heart of the community life. The Kiwanis Club not only met at the building but functioned in its numerous projects. The executive became the secretary and prime mover in the Englewood Ministerial Association, which had always had a precarious existence before that time. With the support of the Association this group grew in numbers and influence. A Church Athletic Association brought the churches together in sports. The city's most enthusiastic and largest School of Religious Leadership Training added more churches to the list. An association of Sunday School superintendents brought more vitality to the educational work of the churches. Finally all these church organizations were combined into the Englewood Council of Churches which attempts to unify and centralize all the various interdenominational efforts under one head. In this the Y M C A is a very vital factor.

<sup>10</sup> Reproduced through the courtesy of J. F. McFarland, Executive Secretary of the Englewood Department.

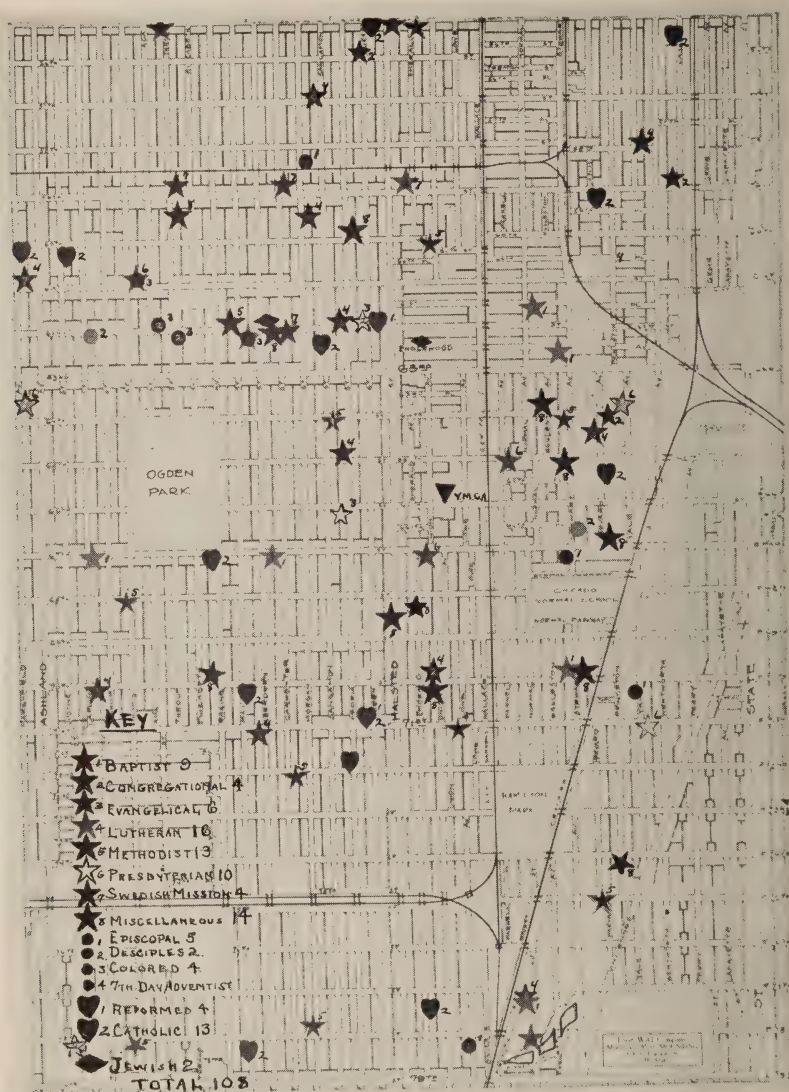
# MAP I DISTRIBUTION OF BUSINESS AND INDUSTRIES IN GREATER ENGLEWOOD





# MAP II

## DISTRIBUTION OF CHURCHES BY DENOMINATIONS IN GREATER ENGLEWOOD





This is a detailed topographic map of a coastal area, likely a beach or dune system. The map features a grid of numbered points, including 14, 7, 24, 35, 56, 58, 92, 61, 130, 75, 64, 50, 33, 48, 62, 37, and 13. A large, irregularly shaped area in the center-right is filled with a dense pattern of dots, representing vegetation or dunes. The map includes a compass rose in the upper left corner, a scale bar in the lower left, and a legend in the lower right. The title "FRED WILD COMPANY" is printed in the bottom right corner. The map is oriented with North at the top.

FRED WILD COMPANY



The above facts are cited to show not only the intimate way in which the Association is functioning as a unifying force but also to reveal the community consciousness which permeates Greater Englewood. In this respect this aggregate of people in this area constitutes a community in just as real a sense as do numerous other politically independent cities of similar size. The work of the Association, then, in such a community is not essentially different from that conducted in cities of smaller size. A study of the membership reveals a striking similarity with that of the Associations over the country as a whole. Our project therefore has much more than local significance, although we are attempting no generalizations. The same results could probably be duplicated in numerous other Associations which might be desirous of attempting the experiment.

A more intimate description of the Association itself, particularly in its community setting, will furnish the background for our experiment. Map III shows the even distribution of the residences of the membership over the community. As is generally the rule, from seventy to seventy-five per cent of the members come within a radius of a mile from the building. Eighty-three members are seen to come from outside of the district which is generally considered to comprise Greater Englewood. The even distribution is probably due to the fact that the community is still primarily one of residences with no real slums or poor tenement houses. Map I shows that there is a church on the average for every nineteen hundred people and well distributed as to location and denominations. The community is predominantly Protestant, with thirteen out of the one hundred and eight churches Catholic. Business and industrial concerns resemble in number and kind those of smaller independent cities. Undoubtedly the largest industrial concerns which contribute to the economic life of the community are the meat packing industries, although the actual stock yards are outside of the district proper. With this picture of the community as a whole it will be interesting to compare the data regarding the members who enter into this study. The 439 members studied comprise practically the entire membership admitted from October, 1929, to March 1st, 1930. There is no doubt that this group represents a random cross section of the membership as a whole for the year. Therefore the following facts about them are quite representative and give a clear picture of the makeup of the Y M C A constituency.

Using the United States Census classification of occupations as a basis we find our 439 members distributed as follows:

1. Agriculture, Forestry, Animal Husbandry.....	3	or	.7%
2. Extraction of Minerals .....	0	"	.0%
3. Manufacturing and Mechanical Industries.....	92	"	20.9%
4. Transportation .....	30	"	7.0%
5. Trade .....	183	"	41.6%
6. Public Service .....	9	"	2.0%
7. Professional Service .....	30	"	7.0%
8. Domestic Service .....	6	"	1.4%
9. Clerical .....	31	"	7.0%
10. Student .....	24	"	5.4%
11. Incomplete .....	32	"	7.2%

These figures show that over forty per cent of our members come from the Trade class and over twenty per cent from the Mechanical and Manufacturing industries. The percentages on the other items are small and in some cases insignificant. It is particularly interesting to note the small number of professional men who come into the membership. The item of "students" is not in the Census classification and so was added to include a small but worthwhile group.

The factor of nationality is always important, especially in getting a fair picture of a metropolitan community in a city like Chicago. Information on this item, however, is not reliable because the term "nationality" means different things to different people. Men, for example, often gave their nationality as Swedish or German when even their parents had been born in this country. A more accurate picture of origins, at least, was secured by finding out where the parents were born. The following are the results of this study:

1. United States .....	463	Parents	or	52.61%
2. British Isles and Canada .....	129	"	"	14.66%
3. Northern Europe .....	147	"	"	16.7 %
4. Central Europe .....	30	"	"	3.41%
5. Baltic and Russian .....	59	"	"	6.7 %
6. France and Belgium .....	8	"	"	.9 %
7. Southern Europe .....	10	"	"	1.1 %
8. Asia .....	1	"	"	.12%
9. Incomplete .....	33	"	"	3.7 %

The fact that over fifty-two per cent of the parents were born in the United States shows that Englewood is quite a typical American community. Over thirty-one per cent of the parents, in addition, were born in northern European or Teutonic and Saxon countries. Most of them came over to this country a generation or more ago and have become enthusiastic and loyal American citizens. A surprisingly small number of members come from Southern Europe. All in all, then, we have in Greater Englewood a community, largely Anglo-Saxon in origin and very similar to thousands of other cities in this respect.



It has been assumed by city Associations, especially during the past few years, that a large proportion of their members come from the small towns and farming regions. The Y M C A is the haven of refuge, the foster home, as it were, for the hosts of young men who are seeking their fortunes in the large city. In order to get at this information we asked each member to check his place of birth, with the following results:

1. Born on the Farm .....	23	or	5.22%
2. In Village under 1,000 pop. ....	25	"	5.70%
3. In Towns from 1,000-5,000 .....	30	"	6.81%
4. In Cities from 5,000-100,000 .....	30	"	6.81%
5. In Cities from 100,000-1,000,000 .....	66	"	15.00%
6. In Cities over 1,000,000 .....	244	"	55.45%
7. Incomplete data on .....	22	"	5.00%

These figures indicate that this Association is primarily a metropolitan organization serving men who have grown up in a city atmosphere and who are already adjusted to city conditions. This by no means shows that they are mentally or emotionally adjusted as our later facts will demonstrate. As a matter of fact, at least half of our members were born here in Chicago and many of these in Englewood. The provincialism of many city-bred members is just as marked as the proverbial provincialism of the country boy, except that it assumes an attitude of superiority with which it is more difficult to deal. If Englewood is at all typical of large city Associations, our study would seem to indicate that we must discard the assumption about primarily serving the small town and country boy and young man, and center our attention more upon the problems of youth in the city. It may well be that the more independent and virile of the country boys are much better able to shift for themselves than are our city-bred boys.

A comparison between the number and kinds of denominations and the church preferences of the members indicates that the Association does get a cross section of the total church population. The following data shows that church preferences are:

1. Protestant .....	322	or	73.18%
2. Catholic .....	77	"	17.50%
3. Jewish .....	25	"	5.70%
4. Not given .....	16	"	3.63%

Map II records 108 churches of which only two were Jewish and thirteen Catholic. The above figures would seem to mean that both the Catholic and Jewish men are taking advantage of Young Men's

Christian Association membership to a slightly greater extent than the Protestants in proportion to their numerical strength in the community. We found also that sixty per cent counted themselves as church members, which is higher than the percentage of church membership in the population at large.

Several other factors in the total situation are of more than passing importance. We discovered that less than twenty per cent of the members studied were continuing their education in any formal fashion, such as through evening school classes, correspondence schools, etc. In other words, only one out of every five members found time or interest to improve themselves educationally. The largest part of the twenty per cent were those pursuing courses offered by their companies, such as the packing industries and the telephone company.

Thirty-two and a half per cent, or less than one-third, of them had ever been members of the Y M C A before, so we are dealing with a group of men who for the most part are rather new to the customs and program of the organization.

It was even more surprising to learn that only twenty per cent of the members are connected with any other social organization, such as lodges, clubs, and unions, except the church. This unquestionably means that the Association is not serving an over-organized group of men for whose time a number of organizations are competing. For most of the men the Y M C A constitutes their only organized social group and therefore is filling a very real social need in a metropolitan community. This conclusion is strikingly borne out by the analyses of the interests of members later in the study.

Before attempting the description of the actual research project itself, it will be well to outline the immediate factors that led to the organization's willingness and interest to cooperate in launching such an experiment. Early in the life of the Englewood Y M C A an experimental note crept into its program operation. The secretaries as well as the laymen were anxious to adapt the program to local conditions. New projects were launched and new policies adopted toward which the older departments in the city at times looked askance. Experience became the teacher. Among others, one project of especial importance to our later study was organized to determine how membership could be made more meaningful. The best beginning seemed to be at the point of admissions of applicants into membership. Quite an elaborate method was set up whereby a committee of laymen were to interview applicants and acquaint them with the

purpose, ideals, and history of the Y M C A. The interests and needs of the new members were incidentally discussed. The emphasis was primarily institutional and evangelical, and really served as a means of propaganda. Members often failed to keep their appointments, as did also the counselors. Insufficient and inaccurate records were kept of what went on in the interviews and no methods of follow-up were developed. Consequently, the lay counselor became only a temporary incident in the initial contacts of the new member with the organization. In spite of its evident weaknesses, several real values emerged on which it was possible to build the present experiment:

1. Attention was focused, at least temporarily, on the individual instead of on a process of wholesale, impersonal admission of members.

2. A group of laymen and secretaries received a taste of dealing with members as persons, which revealed to them the necessity of going deeper into the study.

3. The experiment (not scientific) laid the ground work on which the present study was built. The situation was ripe, as far as staff and committees were concerned, to carry out a more detailed experiment in any way that was thought best. Without such a genuine spirit of cooperation, it is doubtful whether the present project could have been brought to completion.

In a real sense this project was a direct outgrowth of the trends in the Y M C A movement as a whole. It was an attempt to discover in the present day the most effective way of dealing with the needs and interests of the individual. We might also say that it was an attempt to find a modern equivalent for the old type of personal work which in many ways really sought to achieve the same ends, *i.e.*, the highest good for the individual as it was then conceived. The approach and methods are of course far different. Now we are concerned with dealing with persons as functional wholes rather than compartmentalized personalities.

In a more immediate sense, the project represents the latest experimental effort of the Englewood Young Men's Christian Association, not only to adapt itself, but to discover the practical implications of these larger trends for its own program.

With such a historical and sociological setting it is easily recognizable how indigenous this project was to the ongoing program of this particular organization. It was in no way an artificial affair projected from the outside for purely research purposes. It was a vital part of an ongoing process, but subjected to the most scientific

controls possible under the circumstances. This experiment is to be regarded therefore as applied social research rather than pure research. The results are significant from a number of angles. 1. They throw considerable light on the problems of controlling, scientifically, social processes for research purposes, which needs to be done increasingly if research is to be adequately conducted in the social sciences. 2. The results are more valid for practical use within the Association and other similar organizations because the project was not isolated and detached from the normal functioning of the regular program. Few organizations are able or willing to become experimental if such a process entails radical departures or cessation of customary program operation.

Our efforts, therefore, were directed to the organization of the project within the ongoing program of this Association. Chapter II describes the methods and techniques which were employed to insure scientific controls. One point, however, it is well to re-emphasize in this connection. As the work progressed it was evident that unforeseen elements in the situation made it impossible to secure certain desired data. Original plans were changed to meet the conditions. New techniques grew out of our experiences as we progressed. From the standpoint of this problem, the difficulty or failure in securing certain data is just as important as securing data. The results are recorded as they happened. Our concern was to keep accurate records of what actually did happen in order that adequate interpretations and evaluations could be made later.



## CHAPTER II

### ORGANIZATION AND PROCEDURE

Now that the concept of interest is defined and the situation described, we may examine the implications of the problem, which reads, "To discover an adequate method or technique of uncovering the interests of incoming, adult members of the Englewood Young Men's Christian Association." From the foregoing chapter it is clear that the problem requires the discovery of an adequate method of uncovering primarily the fundamental or basic interests as we have defined them. The finding of objective or activity interests is significant in itself, but more important as a means or method for revealing the more basic interests underneath. It is evident, then, that the several methods that are chosen should produce scientific data capable of being treated and interpreted so as to decide which method or methods are most adequate. Several questions arise in this connection. For what purpose or end is this or any method to be judged adequate? Who is to judge whether a method is adequate or not?

The problem of adequacy is necessarily relative and in this case must be answered in relation to the situation existing at this time at the Englewood Young Men's Christian Association. What might be adequate somewhere else would not be adequate here and the reverse might be equally true. What may prove adequate now in this stage of development may be wholly inadequate at some later stage. Therefore any criterion of adequacy must be specifically set up in relation to the immediate, total situation in which the research project is organized. Chapter I has described various elements in this situation. Changes in the situation as a whole are not necessarily attributable to any one method. Every effort has been made to keep all irrelevant factors constant so that as nearly as possible the changes which do occur in degrees sufficient to be measured and observed can be traced to the differences in procedure.

It was difficult to determine the distinctive changes which occurred as a direct result of the several methods and techniques employed.

The very introduction of a research project (although it was not known as such by the members) into the ongoing program of the institution changes somewhat the total situation. For example, the process of individualizing the joining or admissions procedure in the Association, tends to change the attitude of the whole organization, secretarial and otherwise. We have seen how this factor, however, has already been made a part of the organization consciousness by previous efforts, so the additional influence from this new project will be much less on the whole than it would otherwise have been. This is not a real obstacle to the conduct of the research, however, because this influence affects alike all methods employed. In other words, it becomes a constant, as far as this experiment is concerned. Care was taken, also, to maintain a steady, continuous contact with the rest of the staff so that this influence was uniform throughout the entire course of the study.

Our particular problem was to develop objective criteria of adequacy which would be selective enough to determine which method or methods could be proved to be most effective in realizing the ends sought. The following criteria are objectively determinable:

1. The permanency of membership. Some members pay their fees in full at the time of entrance while others take advantage of a part payment plan which enables them to pay part down and the balance within sixty days. In case of non-payment within this period the Association is required to cancel the membership by order of the Business Office of the General Board of the Chicago Association of which Englewood is one department. Different methods of admissions undoubtedly affect the number of full payments at the beginning and also the number who complete their part payments.

2. The extent and amount of participation in activities. Each department is judged in part by the Chicago Association as a whole and particularly by the General Office, according to its range and amount of participation in its various activities. A very effective method of city-wide reporting of program activities, tabulates the daily records of participation in all the departments. The degree of participation is a very real criterion of adequacy to which every department, consciously or unconsciously, subjects every new method that is proposed.

3. Continuity of participation. It is readily recognized by all who have conducted activities in any religious or social organization, that continuity of participation is essential to the successful operation of any group enterprise. The holding power of any group be-

comes a criterion of success and is so regarded in the Association. Continuity of participation becomes a measure of interest in an activity, but, as we have already pointed out, does not reveal by itself alone, what the underlying fundamental interest is.

All of the above criteria are objectively determinable by our present record system. There are several other criteria which are more subjective in their nature but none the less real and expectant in the minds of the Association constituency. Several of these seem to stand out quite clearly:

1. Manifestation of interests and appraisal on the part of the members concerned regarding the various activities in which they have engaged and also the process itself by which they were admitted into the membership.

2. Evaluation on the part of the personnel engaging in the study of the effectiveness of the procedures which they themselves and others employed throughout the course of the experiment.

3. Character changes resulting from the member's contacts or experience with the different procedures. Interpretation of character results has changed from a naïve assumption that all activities *per se* were character building, to a genuine attitude of questioning as to what, if any, character values might be present in any of them. The emphasis on religious decisions and observances has largely given way to attempts to change habits, skills, attitudes and appreciations. The criteria in this realm are therefore less tangible and more difficult to determine, due to the elementary stages of character measurement in which the Y M C A (as well as other organizations) finds itself. In the absence of adequate criteria for measuring character results, any contributions by way of this study will be worth while.

In addition to the above criteria, established by the Y M C A for this situation, there are a number of others which of necessity must be satisfied in any scientific investigation. These have to do with method and procedure rather than with content, and can be briefly summarized under the headings of reliability and validity. These considerations will receive more detailed attention, specifically, and were in the foreground of our thinking throughout every stage of the experiment. Scientific method involves the most exacting criteria for every stage of the research process.

Several other phases of the problem need amplification before we proceed to outline the definite procedures to be used. The question arose as to what group of members it would be best to experiment upon. Should we attempt the whole age range from boys



of ten to men of fifty or more years? Should we deal with all the members, both new and old?

An examination of the availability of members for experimental purposes quickly revealed the fact that with a renewal rate of less than thirty-five per cent, a great share of the total membership would not be accessible for any contact whatsoever. The older members, also, have been in contact with the Association for varying lengths of time and under varying conditions; so it would be impossible to determine which interests were due to Y M C A influence and which to outside sources. A normal point of contact would be very difficult to secure. Consequently we decided to limit the study to the new members who were just joining the Association. This plan had several advantages. First, as was seen in the first chapter, there was already a precedent and a desire on the part of the local Association to improve the methods of admitting new members. Secondly, some experimentation had already been attempted. This particular department had achieved a certain prestige and reputation. Thirdly, the time of admissions offered a natural and sure contact which could never be duplicated at any later time. Fourthly, nearly all the new members were starting from par on an equal level of experience. The fact that less than a third of the applicants had ever been members of any Young Men's Christian Association before is one argument in favor of this position. Even those who claimed some former Association contacts had never been through a counseling experience.

A further examination of the question, revealed the fact that very little had been done along this line with the boys' membership. The type and range of interests amongst boys, although not different fundamentally, express themselves in such a wide variety of activities that it would be difficult to include them in the same project. The methods, techniques and skills needed to deal with pre-pubescent and adolescent boys would be quite different from those dealing with men. We therefore limited this project to adult members over eighteen years of age. This age was selected because it is the point of demarcation between the Boys' and Men's Divisions in the Y M C A. Separate entrances and sections of the building are provided for each division. Dealing only with men gave us the constancy of physical factors, which is necessary for such an experiment.

One other aspect of the problem needs further delimitation. The interests of incoming members were chosen: 1. Because an ade-



quate method or methods for uncovering present interests is necessary before any later research into the mutation and conscious reformation or directing of interests by some scientifically controlled educational process, can be carried on. This latter would constitute a vast study by itself. It is a commonplace amongst educators that we must start with the present interests of individuals and build upon them no matter what they may be. 2. Because present basic interests are more or less objectively manifested as we have seen in Chapter I, although generally in an indirect way. 3. Because this process does not involve the problems of measurement in the sense of amount of changes in interest, which necessarily would be implicit in the marginal problem suggested under the first caption. Our study is concerned primarily, then, with the already formed interests of new applicants, although not in any sense of their being static. Continuity of interests will be studied only to validate the techniques employed for uncovering them.

#### PRESENT METHODS NOW IN USE IN THE ASSOCIATION

To be consistent with the social psychological position which we have assumed, we should first examine what methods have been and are now in use by the Association at large in its attempts to deal with new members. With its varied constituency and secretarial leadership in many diverging situations, naturally a great variety of methods have been tried. Almost without exception, the methods have been experimented with in uncontrolled situations; so the results have been expressed in forms of impressions and convictions rather than as verified conclusions. These attempts do represent, however, suggestive incursions into this problem of interest which gave valuable leads to the types of methods which seemed most indigenous to the Y M C A movement. Briefly the various methods discovered, may be classified under the following heads:

1. "Over the counter" method, in which the prospective member secures some information about membership over the front desk or counter, usually from some desk clerk. He proceeds to join by paying his fees and filling out an application blank on which a list of activities are printed, which he checks. No interview is possible in this type; and the new member must find his way by himself to the various activities in which he is interested, unless he is fortunate enough to have a friend who is acquainted with the schedule and the building.

2. "Interview by lay member." A number of Associations feel

that membership admissions is primarily the function of representatives of the members themselves, similar to lodges, social clubs, etc. Admissions committees have been appointed in a number of places to interview and to pass on or approve the applications for membership. One of the best descriptions of admissions of this type is given in a monograph mimeographed by the Chicago Association in 1928. A portion of this document is worth quoting inasmuch as it is no longer available and also because it was the basis on which the former practice of admissions was based at Englewood.

### *The Admissions Committee*

An admission committee of about ten members has been created by the Committee of Management of each department: each member spends on an average of two to five nights per month in the work of this committee. Every applicant for membership is required to have a conference with some member of this committee and is thus brought into personal touch with one or more members of the Association. The members of this committee are men of ability and successful in their chosen vocations. They are men of Christian character and attractive personality; generally they are active church members in the community. These men with their business or professional interests and experience, are often of very definite help to the men interviewed. So far as it is possible, the interviews are scheduled with the members of the Admission committee who have something in common with the applicant. When a member of this committee has a conference with an applicant, he is responsible for the following:

(a) Help the applicant to get clearly in mind the purposes, policies and methods of the Association.

(b) Enlist the applicant for active service in forwarding the purpose of the Association for himself and others.

(c) Discover at least some of the applicant's special interests, needs and relationships.

At the close of the conference, he makes a written report, indicating:

(a) That the applicant seemed to understand and to be interested in the purpose and the work of the Y M C A.

(b) That he is ready to assume the responsibilities of membership.

(c) Some of his special interests and needs.

In addition to meeting personally all applicants, the committee members also meet once or twice a month to approve new applications and to discuss common problems. They notify all applicants

concerning their acceptance and attend the member's reception, where new members are formally received.

The various steps in the joining process in these departments are as follows:

(a) The applicant fills out a membership application blank.

(b) A payment is received and a receipt issued for the deposit, which is placed to the applicant's credit subject to his being approved by the Admissions Committee.

(c) He is informed of the standard practices of giving each new applicant the opportunity to meet personally a member of the Admissions Committee before he is accepted for membership. A date is arranged for the conference with an Admissions Committee member.

(d) A guest ticket is issued, giving him all privileges of membership until he is approved by the Admissions Committee or until he withdraws his application. In all matters the applicant is dealt with as a guest of the Association until his application has been approved.

If after the conference the applicant still wants to join the Association, the Admissions Committee member welcomes him into the fellowship and formally recommends him for membership. If the applicant decides he is not interested in or does not wish to become a part of the enterprise, he is advised to withdraw his application and his payment is refunded.<sup>1</sup>

With slight variations, this description presents the ideal at least of what layman counseling is attempting to accomplish over the country.

3. "Secretarial interviewing." Many difficulties in the operation of the above plan led a number of Associations to question whether lay members, untrained and unskilled in psychology, mental hygiene, and in the art of interviewing, can ever become sufficiently effective in what seems to be a definitely technical process. Professional psychiatrists, of course, answer this question emphatically in the negative. With some background of practical experience and professional opinion, several Associations have frankly abandoned the lay member counselor and have turned the task over to secretaries who are trained or are training themselves for this specialized function.

The New York Association received a grant of money to experiment with a guidance program and have confined their efforts almost entirely to the secretarial plan. The official report of this investiga-

<sup>1</sup> Don C. Shumaker, W. P. McCaffree, Gren O. Pierrel, "Joining the Young Men's Christian Association," Monograph of the Young Men's Christian Association of Chicago, 1926, p. 4.



tion is not yet available, but the preliminary reports indicate that the efficiency of the secretarial counseling is probably much higher than can be ordinarily expected without outside aid. It does illustrate, however, the type of interviewing by secretaries which is seemingly on the increase over the country.

The interviewing by secretaries is generally by three ways or methods:

1. By the free interview method whereby the secretary meets the new member rather informally without the use of any instruments or questionnaires to be filled out. The purpose is largely to gain his confidence and find out as much as possible about his background and what he is interested in. Some records are made after the interview for further reference but generally the main values rest in the process of interviewing itself.

2. By the guided interview in which the secretary has a formal set of questions on which he seeks definite information. The interview tends to become rather formal and is not reported very favorably by several Associations because of the routine nature of the process.

3. By the clinical interview. In this certain tests, examinations, and instruments are used for diagnostic purposes to help the secretary in making his analysis of certain types of members. Generally this method has been restricted to the abnormal cases which require special attention. The elements of time and inexperience have limited this type to comparatively few Associations. The New York City Association,<sup>2</sup> and the Personnel Service Department of the Central Y M C A Schools of Chicago<sup>3</sup> have made much progress along this line. Hamilton, Ohio, has outlined an ambitious program in this direction in a recent announcement.<sup>4</sup>

#### CHOICE OF METHODS

The types of practices outlined above formed the working basis upon which were determined the methods or techniques which are included in this study. They are already sufficiently defined to make their differences in procedure quite clear. The guided interview as ordinarily used did not seem applicable to our purpose because of

<sup>2</sup> Unpublished report on Counseling at The West Side Y M C A, New York City, 1929.

<sup>3</sup> E. D. Wright, "Methods, Instruments and Techniques Applicable to Student Adjustment," Central Y M C A Schools, Chicago.

<sup>4</sup> Pamphlet published by the Hamilton, Ohio, Y M C A.



the difficulty of gaining rapport quickly enough with a new member in the short time at our disposal. Without this it would be most difficult to get at the underlying interests or to be sure that the information secured by this method would be reliable. Its routine and mechanical aspects in the hands of inexperienced laymen particularly could easily become a process of deadening rather than uncovering interest. The chief obstacle was one of proper motivation which finally led us to decide against including it in our list of methods.

An analysis of the methods of "admissions" involving interviewing, leaving out the guided interview which we have just discussed, reveals two different variables. One variable has to do with the personnel who are chosen to do the interviewing. In all the types which have been discussed, the personnel were composed of either secretaries or lay members. Clearly, then, whatever methods were to be selected, both secretarial and lay counselors should be included in their administration. Another variable evidently was the type of interview itself. With the exception noted above, there seemed to be two main types which were practical for our purposes, one being the "free interview" and the other the "clinical or diagnostic interview."<sup>5</sup>

In order to include both of these variables, four separate groups or procedures were necessary, namely, 1. a lay counselor using the free interview, 2. a secretary using the free interview, 3. a lay counselor using the clinical interview, and 4. a secretary using the clinical interview.

The next step was to determine what experimental method was best adapted to this particular problem in order to test these four procedures. Even a cursory examination of the problem of admissions reveals the fact that the "one group" method could not apply in this case. In the first place, the members are only "incoming" once and that is at the time of entrance. Secondly, our contact with a large proportion of the members after admission is too uncertain to assure any continuous control sufficient for effective experimentation. The same arguments hold true for the "rotation method" which in this case would be far too exacting in time and effort on the part of any appreciable group of members. The problem, also, of selec-

<sup>5</sup> The word "clinical" does not exactly give the right connotation but it avoids certain meanings which the terms "controlled" or "scheduled" imply which are not characteristic of the procedure employed.

tion of a sampling adequate to represent the total incoming group would be extremely difficult and scientifically questionable, due to the fact that this group would have to be lifted or singled out from the rest which would create an abnormal situation. This procedure might easily defeat its own end.<sup>6</sup>

Our alternative was the "equivalent group method" which was admirably suited to our purpose. Professor McCall has given us several criteria for choosing this method which are most helpful.

Equivalent-groups Method.—When the purpose of an experiment is to determine the amount of change due directly to an EF or EF's (EF—Experimental Factor) the equivalent-group method is valid:

(a) Where the total net change in the trait or traits in question produced by irrelevant factors is negligible, or where the amount of such change is measured and discounted by use of a control EF.

(b) Where it is really possible to equate groups.<sup>7</sup>

We are not concerned here, with determining the amount of change within the groups as much as the amount of superiority of one method over another. McCall has provided for this contingency when he says:

When the purpose of an experiment is to determine merely the amount of superiority of one EF over any other EF the equivalent-groups method is valid:

(a) Where the amount of change in S (Experimental Subject or Groups) under one EF is practically identical with the amount of change under any other EF, except for the difference in effectiveness of the contrasted EF's.

(b) Where it is really possible to equate groups.<sup>8</sup>

Several requirements are suggested above which had to be met in order to be sure that this method was valid for our particular study. Examined separately they are:

<sup>6</sup> For detailed discussion of experimental methods see G. B. Watson, *Experimentation and Measurement in Religious Education* (New York: Association Press, 1927), Chap. II.

<sup>7</sup> William A. McCall, *How to Experiment in Education* (New York: The Macmillan Co., 1923), p. 29.

<sup>8</sup> *Ibid.*, p. 30.

1. The change in all the groups due to irrelevant factors had to be negligible. In other words all the factors except the one we were experimenting with had to be kept constant. This control was quite possible in this instance by following certain procedures:

(a) By interviewing or dealing with all incoming members at their time of entrance. The first contact with the Association was with one of the counselors engaged in this experiment.

(b) By making the interview a normal part of the Admissions process in no matter what group it might come. The members were not conscious of any experimentation and therefore the total situation remained relatively normal and constant for all groups alike.

(c) With the exception of the experimental factors involved in the four procedures stated on page 21, all of the groups received exactly the same treatment throughout all other phases of the study.

(d) We have already referred on page 16 to the physical factors such as the business features, the same settings for interviews, the same equipment and leadership for all activities, etc., which remained constant for all groups.

2. A control group to measure and discount any changes due to irrelevant factors. As far as we could determine, there were no such irrelevant factors definitely inherent in the experimental methods employed. However, to make doubly sure of making all possible allowances we chose a fifth group as a control group. The most logical procedure for this group was unquestionably the customary process of admitting members "over the counter," which was described on page 17. This method is not only in most common usage throughout the Association but was also the method in use at Englewood the year preceding this present experiment. It therefore involved no break in the then present procedure which fitted in admirably with our whole plan. This, then, gave us five groups in all for our study, one control and four experimental.

3. The groups must be such that they can be properly equated. It was necessary that each of the five groups be as nearly alike as possible at the beginning if we were to be certain when any one of the four experimental methods or procedures employed had demonstrated its superiority over the others. As we were not concerned with the changes in interest directly, we were not confronted with the equation of the groups on the basis of any initial test of interest. No such test had been yet devised although one of our



methods did require a diagnostic instrument which we believe has demonstrated its usefulness in this capacity for any such experiment later which someone else might desire to conduct. Our problem was one of discovering present interests and therefore the "test and re-test method" was not applicable to this experiment. Equation, however, can be adequately secured by several means:

(a) By chance, if all the irrelevant factors are held constant and sufficient numbers are involved, a random distribution should result in groups each of which are representative samplings of the total population to be studied. As we were dealing with the total incoming membership our chief concern here was to see that as nearly as possible we had equal numbers in each of the five groups and that their distribution be accomplished in true random manner.

In a study of actual time of entrance of members during September, 1929, we discovered that fully seventy-five per cent of them came into the building between 7:00 P.M. and 9:30 P.M. These were obviously the best hours during which lay counselors could be enlisted to serve. Our first thought was to assign the applicants coming outside these hours to the control group which, however, involved a factor as to the time of day of entrance which may or may not be significant. We discarded this idea and took all the members coming in during the last week in September at all times of the day as a nucleus for this control group and then arbitrarily at random placed others in this group as occasion provided. This came about naturally when insufficient interviewers were available to take care of those who sought admission. In other words, a policy was established to assign members to this group in the same way as to the other groups so the sampling would be truly random and representative. The statistical data on equation of the five groups prove conclusively that the several groups were approximately equivalent. The items and statistical treatment of the equation process is discussed in detail on pages 56-63.

Having decided upon our experimental method we may proceed to a brief definition of the four experimental groups and one control group which formed the basis for our whole experiment. This involves a discussion of the methods, techniques, and instruments used in each group as the processes developed. It might help the reader to visualize these group procedures if they were made graphic by means of a diagram, somewhat as follows:



DIAGRAM SHOWING THE RELATIONSHIPS BETWEEN THE FIVE  
GROUPS IN THE EXPERIMENT

	LAY COUNSELOR	SECRETARIAL COUNSELOR
CONTROL GROUP	I. Control Group No Interview	
FREE INTERVIEW	II. Lay Counsel- ors Free In- terview	III. Secretaries Free Inter- view
CLINICAL INTERVIEW	IV. Lay Counsel- ors Clinical In- terview	V. Secretaries Clin- ical Interview

### *I. The Control Group*

This group, as has been suggested, used the "over the counter" method which was described earlier. In order to standardize this procedure somewhat, one of the secretaries who was largely responsible for signing up members before this experiment began, was asked to write down specifically what he actually did with each applicant. His account is quoted verbatim although it does not deal solely with procedure:

#### THE PRESENT PROCESS<sup>9</sup> OF BECOMING A MEMBER OF THE ENGLEWOOD Y M C A

The process which has been pursued by the Office Secretaries in the past year since doing away with the Admissions Committee has been simply a "fill out the application and take the money proposition." The prospective member has come to the desk asking how he could "join the Y M C A" or how he could "get into the gym." The desk man has more or less haphazardly answered the question, perhaps stopping to answer the switchboard or sell a bar of candy in the meantime.

John Jones, a young fellow, comes up to the desk (perhaps hesitatingly) and asks what it costs to "join the Y M C A." He may not state it in that way but the cost seems to be one of the big

<sup>9</sup> Previous to September, 1929.

factors in determining whether he shall join the Y M C A or not. When he finds out the cost then he usually wants to know how that must be paid. The desk man explains that our regular plan calls for one-half down and the balance within sixty days, but that we might be able to take less on the first payment if more convenient. Another one of the questions usually encountered is "when can I go in for a swim?" or "when can I get in the gym?" The man may ask some more definite questions as to what the program in the gym class is or the possibilities of learning to play handball.

There are very few men who come in to inquire about membership who do not have some idea of what the Y M C A is doing in physical work. It may be very vague and distorted though. Their idea about other activities is even more vague.

Occasionally some man comes in who wants to look around the building. The office secretary's time is usually too limited to adequately do this and explain the features so that the prospect is fully acquainted with them. Older men usually want this service more than younger men.

As soon as the prospect has decided to join, an application blank is given him to fill out. After he has filled out the blank as completely as possible with the help of the desk man, the payment is made. A receipt is given the man with a temporary card. On completion of his payment a permanent card is issued.

An appointment is made for a physical examination with the information that a locker basket will be assigned to him as soon as he has had his examination.

C. A. Hollister  
Assistant Business  
Secretary.  
Sept. 15, 1929

The same procedure has been followed as the above with the exception that the Membership Secretary and the Personnel Counselor dealt with all men instead of the desk secretaries. This change made this factor constant with all the other groups. The same application blank<sup>10</sup> was filled out by all the groups.

## II. *Lay Counselor Using the Free Interview*

The procedure for this group was briefly as follows: Two laymen were scheduled each evening from 7:00 P.M. to 9:30 P.M. to interview men as they came in. Each counselor was asked to become responsible for one night a week until he had interviewed from ten

<sup>10</sup> See Appendix I.

to twelve men. This number was limited so as to give each man a reasonable task within the limits of a volunteer worker and also to give an opportunity for following up on each new member. The plan worked essentially like this: An applicant appeared before the front desk and was immediately referred to the Membership or Personnel Secretary who very briefly explained the plan of interviewing. The applicant was then introduced at once to the lay counselor who occupied an office set aside for this purpose. After gaining rapport with the applicant, the counselor attempted to get beneath the immediate or apparent interests of the applicant to uncover the fundamental or basic interests. The free interview method allows a great deal of leeway in the manner in which this is done. Some counselors started with the immediate purpose which brought them to the Association. In some cases the reasons were very clear cut such as finding a reasonable, respectable place to live. Some counselors did not get any further than this. Other counselors sought to find some point of mutual contact. For example one interviewer who by profession was an engineer happened to counsel three applicants who were in the same line of work. The most difficult task was to get a point of natural contact which led to confidence and trust. When this was established the counselor attempted to draw out as much as possible of the pertinent life history of the applicant to find out his likes and dislikes, his successes and failures, his mind-sets and prejudices, his ambitions and goals. Through skillful questioning he sought to fill in the gaps so that he could get a connected story out of which the most noticeable behavior patterns might emerge. This required a mental process of synthesis, and analysis at the same time that he was listening and questioning which was extremely difficult. Back of every behavior pattern, exists some basic tendency or interest which sometimes is rather easy to uncover and sometimes very difficult. To recognize this basic interest was the crux of the counseling problem. When this was accomplished the next effort was to help the applicant to choose those activities which would best help him to satisfy his basic interests. These activities were checked on the list on the reverse side of the application blank. This was not to be done until the close of the interview so that this step would not influence the interview procedure. The application blank (which contains the items on which the groups were later equated) was filled out at the close of the interview, after which the counselor helped the applicant through the process of paying fees, arranging for a physical examination, etc., and, if time

allowed, showed him through the building, introducing him to the various secretaries in charge of the activities he selected and rendered any service which helped the new man to feel at home.

Immediately after this the counselor was requested to record his interview, either on a dictaphone which was provided for this purpose or by longhand, as he preferred. The following outline served as a guide for all counselors so that we could secure information as comparable as possible:

#### GUIDE FOR RECORDING INTERVIEWS

1. Additional information not included on applicant's application blank.
2. Description of major problems or difficulties.
3. What are the activities or objects of greatest interest to him?
4. What patterns of behavior seem to be most evident?
5. What are his fundamental, underlying basic interests?
6. What activities did you jointly decide were best for satisfying those interests?
7. What recommendations do you make to the secretaries who will deal with this man as to the kind of treatment he should receive?

A follow-up plan was also urged upon the counselors whereby each one should keep a continual contact with the members he interviewed every few weeks to see how they were entering into activities, how they were progressing, and to adjust any difficulties which might arise.

This was the plan which was presented to the counselors when they were enlisted for this service and again in two evening training sessions which preceded the actual counseling. The most promising laymen from the residence and business and professional life were selected for this task. Six of them were college graduates while the others had the equivalent of a high school education. Only one of them had had experience on the old Admissions Committee. These men were picked carefully in conjunction with the Executive Secretary of the Department who knew them all intimately. The challenge was placed before them squarely and frankly, to help them see the importance and the difficulty of the task before them. It is doubtful whether any more capable lay personnel could have been found, at least in the Englewood Association.



## TRAINING OF THE COUNSELORS

The purpose of the training for counselors was threefold: 1. to acquaint them fully with the plan and purpose of the counseling procedure (they were not made aware of the experiment as a whole), 2. to give them an insight into the nature of personality and especially the place which both objective activity interests and the fundamental interests play in its development and 3. to help them get as much skill as possible in the use of the "free interview" method.

The first task has been already described rather fully.<sup>11</sup> The second task was attempted through the means of both discussion and lecture material supplemented by outside reading. Stenographic reports were kept, an abstract of which appears in the Appendix.<sup>12</sup> Considerable time was spent on the securing of skill in the use of the interview. This phase warrants at least a brief treatment here.

Free interviewing, in essence, consists of the counselor and the counselee talking things over in a friendly fashion without the use of any recording devices, outline, or other instrument coming between them. Miss Vivien Palmer discusses this method under the term "social research interview." In part, she says:

We are constantly conversing with people, and through everyday experiences we learn many of the tactics that are useful in securing from them the information and the cooperative response which we desire. The interview is only a more specialized attempt to obtain efficiently through conversation the particular data which we want. Doctors, social workers, newspaper reporters, lawyers, and salesmen have developed techniques of the interview to fit their special needs and much that they have discovered is useful to the sociologist. . . .

The social research interview is employed to obtain some specific dates and some specific facts, the data which form the guideposts in the study of a process. But it is also employed to obtain a vivid, accurate, inclusive account of these events as they are reflected in personal experiences. Attitudes of the individual interviewed are the most distinctive contribution of the social research interview, and these attitudes are significant to the sociologist, not as individual expressions, but as representative expressions of the different groups of which the individual is a member. The observation of the individual's overt behavior reveals much to the trained observer but the

<sup>11</sup> See Appendix II.

<sup>12</sup> *Ibid.*

conversation with him concerning his experience furnishes the necessary check upon these inferences.<sup>13</sup>

The discussion brought out many cautions and safeguards, such as being a good listener and letting the applicant do most of the talking, avoiding controversial topics on which sides are taken, and finding ways of motivating him to fill out the information blank. The problem of uncovering the basic interests and how to help him check the most helpful activities to meet these interests occupied much of the time.

One of the concerns in this study was to find out whether laymen can be interested and trained sufficiently to be able to use the free interview method with even partial success in uncovering the fundamental interests of new members. The psychiatrist requires extensive training to achieve this art. There was little question as to the genuineness of the interest of these counselors as they started their task. The training process was continuous, in that their problems were discussed individually as they arose in the course of interviewing. A number of them read eagerly some rather popular books such as Overstreet's *About Ourselves* and Fishbein and White's *Why Men Fail*. These observations are given to show that every possible effort was made to make "free interviewing by laymen" effective.

### III. Secretarial Counselor Using Free Interview

Three secretaries were asked to do all the interviewing in this group. All of them were college graduates and professionally trained men of considerable experience in Young Men's Christian Association work. Two of them were especially experienced in program operation, while the third had had considerable training and experience in personnel counseling both in college work and the Young Men's Christian Association.

The secretaries went through exactly the same training and procedure as did the lay counselors so that the difference in results between Groups II and III was really due to the difference in personnel and professional training and not in method.

The problem of motivation might well be discussed in this connection, although it affects all the groups equally, except the first one. It was comparatively simple to explain to applicants the values

<sup>13</sup> Vivien N. Palmer, *Field Studies in Sociology* (Chicago: University of Chicago Press, 1928), p. 168.

in personal conferences in acquainting them with the facts about the Association program. The idea of personal attention appealed to them almost without exception. It was a little more difficult to make clear to them why they were turned over to a layman like themselves for interviewing when an official of the organization was present. For the most part they accepted this arrangement as a part of the necessary routine. The real task of motivation came in the interview itself. An attempt was made in each case to accomplish this first, by emphasizing the fact that the Association was now building its very program around the interests of its members and therefore it was necessary to discover at the outset what each applicant was primarily seeking in the Young Men's Christian Association. When a man once understood the reason for the interview, he became more at ease and entered into the process freely and willingly. The big task in motivation, then, was to help each applicant to see how this process of interviewing was going to serve his interests or meet his needs as he saw them. As will be seen later, this approach contributed much to orienting new members to the Association and making them feel at home. This problem of motivation seemed somewhat more easily solved by secretaries than by laymen because of their official position and greater knowledge of the inner functionings of the whole organization. It was slightly more involved with Group IV which required the checking of an Interest Finder; but this is the subject of the next section.

#### *IV. Lay Counselors Using the Clinical Interview*

This group is similar to Group II in that lay counselors were used, but different in that a quite different procedure or technique was used, which we have termed the "clinical interviews" by both laymen and secretaries. The same number of training sessions was held as for Group II but only half of the number, or six counselors, appeared. For various reasons the others found it impossible to serve, although they had definitely agreed to do so. This made it possible to have only one lay counselor on duty each evening instead of two, which accounts, in part, for the smaller number of applicants interviewed in this group. Of the counselors who served, three were college graduates and the others men in responsible business positions. This is very nearly the same proportion as for Group II. There was no apparent difference between the level of counselors of Groups II and IV, so it can be said with fair assurance that the personnel was held approximately constant between these two groups.



The process of training necessarily was somewhat different, due to the change in method. In addition to the material covered by the counselors in Group II, attention was focused on an explanation of the Interest Finder and how it was to be used. In a sense this training took the place of the training in the use of the "free interview" method. The function of the Interest Finder in the "clinical interview" will become quite evident after it has been described later in this section.

The "clinical interview" was discussed on page 20 as one of the methods now in use by a few Associations. In each of these cases it was used only for the more serious cases which required a great deal of time and attention. There has been a definite distrust of the testing movement on the part of psychiatrists, although various types of intelligence and other tests are gradually finding their way into clinics and other public institutions. They are, however, not adequately used for diagnostic purposes, but generally taken as final estimates of mental condition in a rather mechanistic way. The dangers of this kind of procedure are pointed out by Piaget as follows:

The first method that presents itself as a means of solving the given problem is that of *tests*; that is to say, the method of posing questions so arranged as to satisfy the two following requirements: first, that the question and the conditions in which it is submitted remain the same for each child; second, that each answer be related to a scale or schedule which serves as a standard of comparison both qualitative and quantitative. The advantages of this method are indisputable in diagnosing children individually. For general psychology also the resulting statistics often provide useful information. But for our particular purpose the test method has two important defects. Firstly, it does not allow a sufficient analysis of the results. When working under the stereotyped conditions which the test method demands, only rough results can be obtained, which, though interesting in practice, are too often useless in theory, owing to the lack of context. This, however, is of slight importance, for it is obvious that with sufficient ingenuity, the tests can be so varied as to reveal all the components of a given psychological reaction. The essential failure of the test method in the researches with which we are concerned, is that it falsifies the natural mental inclination of the subject or at least risks so doing. . . .

The same is true in mental pathology. A case of dementia praecox may have sufficient gleam of memory to state correctly who his father was, though habitually he believes himself to be of illustrious par-



entage. But the real problem is to know how he frames the question to himself or if he frames it at all. The skill of the practitioner consists not in making him answer questions but in making him talk freely and thus encouraging the flow of his spontaneous tendencies instead of diverting it into artificial channels to set question and answer. It consists in placing every symptom in its mental context rather than abstracting it from its context.

In short the test method has its uses, but for the present problem it tends to falsify the perspective by diverting the child from his natural inclination. It tends to neglect the spontaneous interests and primitive reactions of the child as well as other essential problems. . . .

It is therefore essential to go beyond the method of pure observation and without falling into the pitfalls of the test method, to take full advantage of what may be gained from experiment. With this in view we shall use a third method which claims to unite what is most expedient in the methods of test and of direct observation, whilst avoiding their respective disadvantages: this is the method of clinical examination, used by psychiatrists as a means of diagnosis. For example, one may for months examine certain cases of paranoia without once seeing the idea of grandeur assert itself, though the impression of it is behind every unusual reaction. Moreover, though there are not differentiated tests for every type of morbid condition, yet the practitioner is able both to talk freely with the patient whilst watching carefully for evidences of morbid obsession, and furthermore to lead him gently towards the critical zones (birth, race, fortune, military rank or political standing, mystic life, etc.) naturally without exactly knowing where the obsession may suddenly crop up, but constantly maintaining the conversation on fertile soil. The clinical examination is thus experimental in the sense that the practitioner sets himself a problem, makes hypotheses, adapts the conditions to them and finally controls each hypothesis by testing it against the reactions he stimulates in conversation. But the clinical examination is also dependent upon direct observation, in the sense that the good practitioner lets himself be led, though always in control, and takes account of the whole of mental context, instead of being the victim of "systematic error" as often happens to the pure experimenter.

Since the clinical method has rendered such important service in the domain where formerly all was disorder and confusion, child psychology would make a great mistake to neglect it. There is in fact no reason, *a priori*, why children should not be questioned on those points where pure observation leaves the research in doubt. The recognition by the psychologist of mythomania and of suggestibility in the child, and of the fallacies these bring in their train,

affords no ground why he should not question the child for the purpose of determining precisely, by clinical examination, the exact part which suggestion and romancing play in the answers.<sup>14</sup>

This author is quoted at length because of the clear warning which he gives of the uncritical use of tests. The present writer, however, has found that when properly motivated certain tests are most useful in furnishing diagnostic clues to certain difficulties that might take much longer to discover by the free interview alone. It was manifestly impossible to introduce a battery of tests in our procedure where the average time with each new member cannot exceed sixty minutes at the most. Any battery to be complete enough would have to include four or five tests which would require from two to three hours in the giving alone, not to mention the time required for scoring and interpreting, which would add from three to four hours more. If any diagnostic instrument were to be used, it would have to be constructed; and that is what was done. The Interest Finder<sup>15</sup> was the result. The interview method in which the Interest Finder is used as the basis we have termed "the clinical interview" for want of a better word. It really combines in better fashion than even Piaget's "clinical examination" the advantages of the test method and that of the free interview. After the Interest Finder has been discussed it will be possible to see how it functions.

#### THE INTEREST FINDER

The Interest Finder is based upon certain sections of tests devised by such men as Professor Strong, Professor Miner, Professor Laird and others which have been adapted and added to meet the needs of our study, to create some instrument which would help to uncover the interests of individuals and serve as a tool for diagnosis. Professor Mark May of Yale University was particularly helpful with his suggestions on Section I and Professor W. C. Bower of the University of Chicago, on Section II.

Section I had its inception in Professor Strong's "Vocational Interest Blank" with his section on "Amusements."<sup>16</sup> The items have been changed somewhat and also the method of checking. The

<sup>14</sup> Jean Piaget, *The Child's Conception of the World* (New York: Harcourt, Brace and Co., 1921), pp. 2 f.

<sup>15</sup> See page 47.

<sup>16</sup> E. K. Strong, *Vocational Interest Blank*, copyright, 1927, by Stanford University Press.

columns on "Participation" and "Skills" are entirely new which, with the graphic checking arrangement, makes a very different blank from any yet devised. The comparison and relationships between participation, interest and skill in the free time of individuals reveal graphically and objectively many clues to both behavior patterns and fundamental interests.

Section II is an adaptation of Strong's section on "School Subjects" with another column on "Achievement" added, which has furnished very valuable information on the relationship of the two factors.

Section III is a re-arrangement of Strong's section on "Peculiarities of People," although interpreted in an entirely different way.

Section IV uses Professor Miner's "paired interest" technique adapted to our purpose.<sup>17</sup>

Section V uses the graphic rating technique employed by Scott, Laird, and others, designed to condense if possible the most common types of behavior patterns into twelve situations which can be checked graphically.

The whole instrument was devised to occupy from 20 to 30 minutes on the average, so that it could be filled out and interpreted with the applicant within the space of an hour. Experience with it has proved that this estimate was about right, varying according to the persons involved. The factors which led to the choice of items on the blank are discussed later on page 45.

### *Scoring Norms*

In order to secure reliabilities on the blank it was necessary to develop some means of scoring it quantitatively so the results could be treated statistically. To avoid any arbitrary assignments of numerical value to certain sections of the blank, which is always dubious from a strictly scientific standpoint, it was determined to base the scoring upon norms worked out from the actual checks of a group of members in the Young Men's Christian Association of Chicago who represent the highest standard of excellence. Accordingly seventy-five of the most active and influential members from committees of management, program committees and members of several years' standing were secured to fill out the Interest Finder. The checks of these seventy-five men were carefully tabulated on each of the three hundred and one items. A score or scale value was

<sup>17</sup> J. B. Miner, *Analysis of Work Interests*, C. H. Stoelting Co., Chicago.



obtained for each item in the following manner: A purely chance check on an item on participation would yield twenty-five checks on "Much," twenty-five checks on "Some" and twenty-five checks on "None." Assuming twenty-five checks, then, to be the base line or zero we can compute the degree of variation from this point in terms of plus or minus values. Another method of getting the same results would be to take the mean or average of the three checks as the zero point, which in this instance would be twenty-five, and compute the deviation from the average in terms of percentages. For example, if forty men out of a total of seventy-five checked the "Much" column, twenty-five checked the "Some" column, and ten checked the "None" column the deviations from the average check of twenty-five would be  $+15$ ,  $0$ , and  $-15$  respectively. In terms of percentages of the average check of twenty-five the score values would be  $.6$  or sixty per cent,  $0$  or no per cent, and  $-.6$  or minus sixty per cent. This process was carried out for each of the three hundred and one items on the blank, resulting in a scoring scale based upon percentage figures. A transparent stencil was constructed by the means of which a blank was scored by two persons in approximately ten minutes' time.

The above method of scoring is purely normative and therefore makes no arbitrary assumptions as to the relative values of the various sections or items of the blank. The scale values would probably change if another group of persons were used as norms. On the basis of this scoring scale the following measures were computed statistically. These measures are based upon the total scores of the seventy-five blanks, secured by adding up the score values of all the items. They are not to be thought of in terms of percentages. They were not used in any way during the course of the experiment but are included here only for whatever use they may render the Association in its future contacts with members.

Median .....	135.7
Q 1 .....	121.14
Q 3 .....	157.98
Mean .....	134.1
Sigma .....	27.72

#### RELIABILITY OF THE INTEREST FINDER

Although the instrument did not require standardization in order to be used as a help in diagnosis in the "clinical interview," such a



process always gives a test more dependability and stability in the eyes of all critical users. The steps necessary to establish the reliability of an instrument also furnish considerable insights into the nature of the various sections of the test which in this instance would also give us a better understanding of interest itself. According to Dr. Hartshorne, the theoretical validity of a test is the square root of its reliability.<sup>10</sup> We are interested in knowing whether the Interest Finder does actually measure interest and from this standpoint the degree of validity is most important.

With these purposes in mind, it was sought to standardize the Finder by securing self-correlations by the "test and re-test" method. Through the courtesy of Professor H. C. Coffman of Northwestern University and Professor H. S. Dimock of the Young Men's Christian Association College at Chicago, the Interest Finder was given to 150 students, two times at intervals of four and three weeks respectively. The Christmas holidays intervened in the case of the former, unavoidably, which ordinarily is undesirable in procedures of this kind, due to the variable factors which are introduced between the two administrations of the test. The results were unusually uniform; so evidently the Finder was able to withstand this somewhat difficult strain.

Only completely checked pairs of tests could be used for our purpose; so the number was reduced from 150 to 97 which in this case was ample. Incomplete checking and absence from either session when the tests were given, were the chief causes for discarding the blanks from 53 students. The blanks discarded were proportionate between the two schools. Fifty-four out of the final 97 pairs were filled out by men. Although the differences between the sexes have not been statistically determined, it is quite evident that the women scored considerably lower than the men. The following Table gives the results on both administrations of the test, on each section separately and on the Interest Finder as a whole.

The striking similarity in the medians and the arithmetic means or averages between the first and second testings shows clearly, as far as measures of central tendency are concerned, that the instrument is highly reliable, *i.e.*, the scores tend to group themselves in a normal distribution in like manner when given under nearly identical situations.

<sup>10</sup> Hartshorne and May, *Studies in the Organization of Character* (New York: The Macmillan Co., 1930), p. 455.

## THE INTERESTS OF YOUNG MEN

TABLE I

SELF-CORRELATIONS ON SECTIONS AND THE INTEREST FINDER AS A WHOLE  
97 STUDENTS

Sections	Median		Mean		Sigma		$r_{12}$	True $r$
	1	2	1	2	1	2		
Participation in Amusements .....	21.93	18.53	21.79	20.38	6.66	6.78	.78	.84±.02
Interest in Amusements .....	17.73	16.83	14.68	16.59	8.73	7.09	.77	.87±.02
Skill in Amusements..	21.20	20.43	19.18	19.99	7.96	7.16	.74	.87±.02
Interest in School Subjects .....	8.38	9.37	8.18	8.60	6.45	5.61	.73	.85±.02
Achievement in School Subjects .....	6.94	6.18	7.14	6.4	4.48	4.35	.65	.80±.02
Interest in Kinds of People .....	30.08	28.27	28.63	27.91	8.31	7.68	.73	.85±.02
Contrasting Interests ..	7.60	6.70	6.68	6.32	3.39	2.99	.64	.80±.02
Emotional Patterns ..	13.22	13.25	13.35	13.27	3.85	3.97	.65	.81±.02
COMPLETE INTEREST FINDER .....	122.65	122.91	118.80	121.30	31.00	31.30	.90	.95±.01

The medians for the Finder as a whole show a difference of only 2.5. In a later paragraph, the reliability of these differences will be discussed.

The Standard Deviation, or Sigma, was computed for all sections and for the whole Finder as the most refined measure of dispersion. The first fact to note is the close agreement between the amounts of variation from the average between the two testings, both in the individual sections and in the whole test. In the latter, again we find almost perfect agreement. The widest variation as well as the greatest difference occurs in the case of Interest in Amusements which suggests that there is more divergence in this respect than on other sections of the test. The spread seems, also, to be uniformly greater in respect to Interest in School Subjects, Achievements in School Subjects and Contrasting Interests. The dispersion seems to be least in the case of Emotional Patterns,

indicating a greater uniformity in respect to this section. The important fact to be considered for the present is the similarity of spread between the first and second giving of the test, indicating the dependability and reliability of the instrument.

The most important method of determining reliability is by means of the coefficient of correlation. The Pearson "Product Moment" formula was used throughout. On the separate sections the lowest "r" secured was .64 while the highest was .77 which are unusually high for such short testing units. It was not at all surprising, then, to secure the high raw "r" of .90 for the test as a whole, which reveals a degree of reliability higher than most character tests and comparable to the best Intelligence Tests. The raw "r's" on the various sections are too close to warrant drawing any conclusions. They do suggest, however, that interest in rather specific objects such as Amusements, School Subjects and People are a little more stable than the expression of more general or abstract phases of interest.

Each student was asked to record the time required to fill out the Finder but this was not done consistently enough to secure any accurate data. It seems safe, in general, to estimate an average time from 20 to 25 minutes for the students in these two institutions. Immediately this raises the question as to how much more reliable the Finder could be if it were increased in length. Kelly has worked out an Index of Reliability<sup>20</sup> by which he can predict the maximum reliability of any given test once he knows the self-correlations between two applications of the same test or duplicate forms of it. By applying his formula:

$$r_{\text{obt.true}} = \sqrt{r_{12}}$$

the raw "r's" were translated into true "r's" in the last column of the table which raised the correlations above .8 for all the sections and brought the true "r" for the complete Finder to the unusual figure of .95.

No administration of a test or instrument can escape some chance errors of sampling. These errors can be determined statistically in terms of Probable Error or Standard Error. The former is most commonly used. Therefore, for the sake of uniformity and clarity, the probable error will be computed for the means, the standard deviation, and the correlations.

<sup>20</sup> Kelly, T. L., "The Reliability of Test Scores," *The Jour. of Ed. Research*, 1921, Vol. III, 5, 327.

The formula for determining the reliability of the mean in terms of its Probable Error (PE) is: <sup>21</sup>

$$PE_{(av)} = \frac{.6745_{(dis)}}{\sqrt{N}}$$

Applying this formula to our problem, the PE of the Mean of the first test is found to be  $\pm 2.02$  which signifies that the true average probably lies somewhere between 116.78 and 120.78. If we wanted to be absolutely certain we could multiply this PE of  $\pm 2.02$  by 4 ( $\pm 4PE$  is more than 99/100 certainty) and say that it is practically certain that the true mean lies somewhere between 110.72 and 126.88. Following the same procedure for the mean of the re-test we find the PE to be  $\pm 2.04$  which signifies that the true average lies somewhere between 119.26 and 123.34. Practical certainty would place it somewhere between 113.14 and 129.46. Thus we find that the actual difference of 2.5 between the means of the two administrations of the test is well within the Probable Errors of sampling, not to say anything about the range of practical certainty provided by  $\pm 4PE$ .

In like manner the PE of the Standard Deviation is secured by applying the formula:

$$PE_{(sigma)} = \frac{.6745_{(sigma)}}{\sqrt{N}}$$

The PE of the Standard Deviation of the first test is  $\pm .46$  which means that the true sigma is somewhere between 30.54 and 32.46. The PE of Standard Deviation of the re-test is  $\pm 1.49$  which shows that the true sigma is somewhere between 29.81 and 32.79. It is very evident at once that the small difference of .3 between the sigmas of the two testings is within the Probable Errors so the difference is more apparent than real.

The PE of a coefficient of correlation may be found by applying the formula: <sup>22</sup>

$$PE_r = \frac{.6745 \times (1-r^2)}{\sqrt{N}}$$

<sup>21</sup> H. E. Garret, *Statistics in Psychology and Education* (New York: Longmans, Green & Co., 1926), p. 125.

<sup>22</sup> *Ibid.*, p. 170.



The Probable Errors are listed together with the True "r's" in the last column of Table I. Even by using the  $\pm 4PE$  in order to insure practical certainty we see that the "r's" are of exceptional reliability which is necessarily the case when the "r's" are very high.

In conclusion, then, we can say without question, that the Interest Finder as a whole and by sections shows an extremely high degree of reliability which makes it a very dependable instrument for use in this or any other projects. Furthermore, the results on which this reliability is based are in themselves statistically reliable and not due in any sense to spurious errors in sampling.

#### INTER-CORRELATIONS BETWEEN SECTIONS OF THE INTEREST FINDER

Having established the reliability of the Interest Finder much valuable information can be secured concerning the relationships between the respective sections of the Finder to each other. The foregoing study definitely proves that the types of interest measured by the Finder do persist or remain relatively stable for the space of one month at least. The following table of inter-correlations shows clearly also that there are definite relationships between the various sections. These relations are not to be construed as

TABLE II

INTER-RELATIONSHIPS BETWEEN SECTIONS OF THE INTEREST FINDER  
97 STUDENTS

Sections	I	II	III	IV	V	VI	VII	VIII
Participation .....		.425	.65	.15	.16	.17	.19	.45
Interest .....	.425		.35	.31	.30	.30	.37	.35
Skill .....	.65	.35		.16	.31	.17	.10	.21
Interest (School) ....	.15	.31	.16		.07	.24	.23	.36
Achievement .....	.16	.30	.31	.07		.14	.11	.19
Interest (People) ....	.17	.30	.17	.24	.14		.14	.25
Contrasting Interests..	.19	.37	.10	.23	.11	.14		.35
Emotional Patterns ..	.45	.35	.21	.36	.19	.25	.35	

causal in any sense, as this would be reading into the results more than the data statistically actually reveals.

A study of the above table shows clearly that Participation, Interest and Skill in Amusements have the highest relationships to each other. The highest inter-correlation is between participation and skill in amusements which is amply borne out by the clinical use of these sections in the interviews. Skill in amusements does not seem

to be so highly related to the other sections of the test as do both participation and interest. From the standpoint of the Young Men's Christian Association program these three sections relating to amusements are by far the most significant as far as practical application is concerned.

The sections dealing with interest and achievement in school subjects seem to have the least relationship to the other sections. There seems to be a definite relationship between interest in school subjects and the emotional patterns and also with interest in amusements. Achievement in school subjects however seems to have less relationship to other sections with the exception of interest and skill in amusements. The extremely low correlation between interest and achievement in school subjects would be rather hard to understand were it not for the fact that under "Achievement" most people checked only those subjects which they had actually pursued while in school while under "Interest" they checked their likes and dislikes for all the subjects. This naturally lowered the scores in "Achievement" in almost every instance which tended consistently to lower the correlation. In reality, then, this is not a true correlation between "Interest" and "Achievement" because the items on which the persons checked were not constant. To secure a true correlation it would be necessary to disregard all school subjects on which both interest and achievement checks were not recorded. It is only this correlation, however, that is affected by the above conditions, so the other correlations stand as they are. The generally low relationships between these two sections and the others seem to indicate that they are of less value than the others in our total study of interest.

The section on "Interest in Kinds of People," seems to have a rather low correlation with the other sections. It correlates highest with interest in amusements, in school and with emotional patterns.

The section on "Emotional Patterns" shows a definite relationship with all the other sections, especially with participation in amusements which appears to be quite significant with an inter "r" of .45. It has slightly lower but still significant correlations of .36 with interest in school subjects; an "r" of .35 with interest in amusements and an "r" of .35 with contrasting interests. These correlations are more important than they appear to be at first sight. This section consists of only twelve items which is much shorter than the other sections of the test. The lengthening of this section would unquestionably raise the inter-correlations with the other sections.

If this is the case, we would be justified in assuming that there is a very significant, if not a high, relationship between a person's interest in amusements, in school subjects, his contrasting interests, his participation in amusements and his behavior patterns. This assumption seems to be verified by the results secured through the diagnostic use of the Finder in interviewing.

In conclusion it appears from a study of the inter-correlations: 1. that the sections dealing with participation, interest and skill in amusements have the highest relationships with each other and to the other parts of the blank. The emotional patterns come next in spite of the shortness of this section, indicating a close connection especially with the sections on amusement; 2. that all sections dealing with interests of various kinds have a rather constant although not high correlation with each other; and 3. that participation in amusements seems to have the highest and therefore the most significant relationship to certain other sections particularly with interest and skill in amusements and with emotional patterns. If only one section were to be used for diagnosis this one would probably be the most fruitful. These conclusions are virtually the same that the counselors who have used the blank in several hundred interviews had arrived at from their experience with it as a diagnostic instrument. This brings us to the question of validation which was barely suggested at the beginning of this discussion.

#### VALIDITY OF THE INTEREST FINDER

The question of validity is undoubtedly the most difficult of solution in the field of experimentation. Quoting Professor Watson, again, we find him saying:

What do the tests or ratings really measure? One thermometer may agree with another very well, but both of them may be wrong. In any case it would be unfortunate to regard the results as measures of air pressures. The answer to this question of the real interpretation to be placed on the result, is called validity of the measurement. It may be that a test which looks like a test of ethical judgment is really a test of vocabulary. It may be that a test which is supposed to measure religious attitudes is really a measure of conformity to adult expectations.<sup>22</sup>

He lists several rather crude methods of validation, such as: 1. by means of self-ratings or ratings of others; 2. by a rough comparison with objective criteria; 3. by the ability of the test to differ-

<sup>22</sup> Watson, *op. cit.*, pp. 47-51.

entiate between varying groups; and 4. by eliminating certain other factors through the techniques of partial correlation. He goes on to present another quite opposed viewpoint that, after all, validity may not be necessary if the test be reliable. The "real question is what that measurement will do." Hartshorne's statement about theoretic reliability seems to bear out this contention which would give our Finder a validity of .974.<sup>24</sup>

At least these statements call attention to the difficulties in the way of accurately validating any tests or techniques for that matter, particularly in the fields of character measurement, where the subjective elements are so prevalent. Thurstone and Chave make their position very clear regarding the subjective nature of the variable they are attempting to measure. Their whole research project is frankly based upon an assumption. They say:

In promising to measure attitudes we shall make several common-sense assumptions that will be stated here at the outset so that subsequent discussions may not be fogged by confusion regarding them. If the reader is unwilling to grant these assumptions, then we shall have nothing to offer him. If they are granted, we can proceed with some measuring methods that ought to yield interesting results. . . .

The concept "attitude" will be used here to denote the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. Thus a man's attitude about pacifism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair. . . .

The concept "opinion" will here mean a verbal expression of attitude. . . . The term "opinion" will be restricted to verbal expression. But it is an expression of what? It expresses an attitude, supposedly. There should be no difficulty in understanding this use of the two terms. The verbal expression is the *opinion*. Our interpretation of such an expressed opinion would be that the man's *attitude* is Pro-German. An opinion symbolizes an attitude.<sup>25</sup>

The authors have virtually adopted Mr. Watson's last position and have not attempted to validate their basic assumptions except by recourse to "common sense." The frank recognition of this fact clarifies their whole study and is perfectly justified in light of our knowledge of human behavior. Objectivity is only a relative concept

<sup>24</sup> Hartshorne and May, *op. cit.*, p. 455.

<sup>25</sup> Thurstone and Chave, *The Measurement of Attitude* (Chicago: The University of Chicago Press, 1929), p. 6.



to be employed as a convenient construct to increase scientific accuracy in observing, recording, and interpreting natural phenomena.

An understanding of the difficulties should only spur one on to renewed efforts to secure validation of *all* methods or instruments, wherever possible. Although the foregoing discussion is centered around the validation of the Interest Finder, it is equally applicable to all the techniques and instruments throughout the project, as well as to the project as a whole.

The immediate question to be raised here, then, is, "What is it that the Interest Finder purports to reveal and how can we be reasonably sure that it accomplishes that purpose? The first part of the question is answered at length in Chapter I where biological and psychological as well as philosophical evidences are cited to establish a scientific concept of interest.<sup>20</sup> This use of the concept of interest is an *assumption* to be sure, but one with reference to which the facts seem to be fairly consistent. More specifically, the several sections of the test are designed to reveal the various aspects of interests. Section I definitely attempts to uncover the activity interests of the applicant which can be met by the program of the Young Men's Christian Association. The comparison of "Participation and Skills" with "Interest" objectifies the process considerably. The same thing is true in some measure with Section II on "School Subjects." Section III *directly* seeks to uncover prejudices and attitudes towards various kinds of people. Section IV approaches the question from the applicant's likes and dislikes toward a wide range of activities. The checks, here, reveal particularly certain social patterns and conflicts between them. The last section is purposely designed to reveal the emotional behavior patterns referred to in Chapter I. The Finder, then, purposes to reveal the activity interests and behavior patterns of an individual which in turn furnish definite clues toward uncovering the basic or fundamental interests or wishes.

Professor Ellsworth Faris raised the question whether it would not be possible to get a written statement by or from the applicant as to what his basic interest or interests are. This was attempted at the close of the clinical interviews with some very interesting insights resulting therefrom, into the inner wishes and ambitions of the applicants. From this and other techniques we have uncovered

<sup>20</sup> Professor Olson in his *Nervous Habits and Tics of Children* has validated his definition by a similar survey of the literature on the subject without attempting any synthesis,

a very wide range of interests which will be interpreted and discussed in the next chapter.<sup>27</sup>

After this rather extensive detour into the process of construction and standardization of the Interest Finder we must return to a consideration of its function in the "clinical interview" as conducted by laymen. After the blank was checked by the applicant, the counselor analyzed and interpreted the results with an attempt to discover what his main patterns of behavior were and the basic wishes underlying them. The checks on the blank opened up many points of interesting information on life history at crucial times which would have been hard to get otherwise. The counselors as well as the applicants responded very favorably to the use of the Interest Finder.

#### *V. Secretarial Counselor Using Clinical Interview*

The same secretaries who used the free interview method also used the clinical interview method in this fifth group. Therefore the personnel was held constant. Any change therefore occurring between Groups III and V are due to differences in method.

The method employed was identical with that described under Group IV; so the difference between these two groups will be due to differences in personnel.

The actual use of the Finder in the clinical interview can be illustrated best by reporting a rather typical analysis as it was recorded by the secretary immediately following the conference. In order to aid the reader in following the analysis, the Interest Finder as it was checked by the applicant is reproduced in the text. The applicant was treated in the customary way as reported on page 91 with the exception that he was interviewed directly by a secretary instead of a layman. The Interest Finder plan was explained to him, which appealed to him quite strongly. He proceeded to check it in real earnestness and, as the blank shows, it took him twenty-six minutes to complete it. The following is the record of the resulting interview:

<sup>27</sup> Many of these appear in Table XVIII on page 75.

Date 11/14/29 (8:44: 9:10)

# MEMBERSHIP INTEREST FINDER

Englewood Department

Young Men's Christian Association of Chicago

This Interest Finder is devised to help new members in conjunction with a member of the Counseling Committee to uncover their immediate and even more important, their deeper more basic interests in life. These will form the basis for organizing activities to be conducted so as to satisfy them most effectively. Your wholehearted cooperation will help us provide you with what you most want as a member of this organization.

NAME.....

REMARKS Wants to go back to school to become an engineer.

.....

.....

Time required to finish Test 26 min.

## AMUSEMENTS

On page 48 is a list of amusements about which you are asked to check the approximate degree of your participation, interest and skillfulness. Under the columns headed PARTICIPATION place an X in the first (M), if you engage *MUCH* in this activity; in the second (S) if you participate *SOME*, and in the third (N) if you *NEVER* engage in it. Under the heading INTEREST place an X in the (L) column if you *LIKE* the item; in the (I) column if you are *INDIFFERENT* to it and in the (D) column if you very much *DISLIKE* it. Under the heading SKILL, place an X in the (VS) column if you are *VERY SKILLFUL* or *WELL INFORMED ABOUT* this item; an X in the (F) column if you have a *FAIR SKILL IN* or *KNOWLEDGE ABOUT* it, and an X in the (NS) column if you have *NO SKILL IN* or *INFORMATION ABOUT* it.

## AMUSEMENTS—(Continued)

Participation			Interest			Skill			
M.	S.	N.		L.	I.	D.	VS.	F.	NS.
		X	Auctions .....		X				X
		X	Animal Zoos .....		X				X
		X	Art galleries .....		X				X
	X		Vaudeville .....	X				X	
		X	Museums .....		X				X
		X	Symphony concerts .....	X					X
	X		Musical comedy .....	X					X
		X	Snakes .....		X				X
	X		Poetry .....	X					X
X			Sporting pages .....	X			X		
X			Detective stories .....	X			X		
	X		"Literary Digest" .....		X			X	
		X	"New Republic" .....		X				X
X			"Life" .....	X			X		
		X	"System" .....		X				X
	X		"National Geographic Magazine" .....	X			X		
		X	"American Magazine" .....		X				X
X			"Popular Mechanics" .....	X			X		
		X	Wild West movies .....			X			X
	X		Educational movies .....		X			X	
X			The Talkies .....	X			X		
		X	Golf .....		X				X
		X	Hunting .....		X				X
X			Fishing .....	X				X	
		X	Driving an automobile .....		X				X
	X		Hiking .....		X			X	
		X	Tennis .....		X				X
	X		Boxing .....	X					X
	X		Checkers .....	X				X	
X			Bridge .....	X			X		
	X		Poker .....	X				X	
	X		Billiards .....	X				X	
	X		Solitaire .....	X				X	
		X	Observing birds (nature study) ..			X			X
X			Solving mechanical puzzles .....	X			X		
X			Playing a musical instrument ....	X				X	
	X		Collecting postage stamps .....		X				X
	X		Amusement parks .....	X					X
	X		Excursions .....	X				X	
	X		Smokers .....	X				X	
	X		"Rough house" initiations .....			X			X
X			Conventions .....	X			X		
		X	Playing the horse races .....	X					X
	X		Calisthenics .....	X					X
	X		Handball .....	X					X
	X		Basketball .....	X					X



SCHOOL SUBJECTS

Below are a number of school subjects. In the columns on the left side check your preferences as you did in Section I under Interests. On the right is an achievement column. To the best of your memory place an X in the column which best represents the grades you received in each subject. Let EX. refer to Excellent or A grades from 90-100; G for Good grades from 80-90; F for Fair grades from 70-80; and P for Poor grades below 70.

Interest				Achievement			
L.	I.	D.		EX.	G.	F.	P.
X			Algebra .....		X		
			Agriculture .....				
X			Arithmetic .....		X		
			Art .....				
			Bible Study .....				
			Bookkeeping .....				
			Botany .....				
			Calculus .....				
X			Chemistry .....	X			
	X		Civics .....	X			
			Dramatics .....				
	X		Economics .....		X		
	X		English Composition .....		X		
			Geography .....				
X			Geology .....	X			
X			Geometry .....		X		
			History .....				
			Languages, ancient .....				
			Languages, modern .....				
X			Literature .....	X			
X			Mathematics .....		X		
X			Manual training .....	X			
X			Mechanical Drawing .....	X			
	X		Military Drill .....	X			
			Music .....				
		X	Nature Study .....				
			Penmanship .....			X	
			Philosophy .....				
X			Physical Training .....	X			
X			Physics .....		X		
			Psychology .....				
			Physiology .....				
			Public Speaking .....				
X			Shop work .....	X			
			Shorthand .....				
X			Spelling .....		X		
			Sociology .....				
			Typewriting .....				
			Zoology .....				

## KINDS OF PEOPLE

In a similar way check the column which best represents your interest in the following kinds of people. Your first impression is probably most reliable.

	L.	I.	D.		L.	I.	D.
Progressive people .....	X			People who are rattled easily .....		X	
Energetic people .....	X			People who have done you favors .....	X		
Conservative people ....	X			Witty people .....	X		
Overcautious people .....		X		Gruff people .....		X	
Nervous people .....		X		Negroes .....		X	
Sick people .....			X	Foreigners .....		X	
Very old people .....		X		People who talk very slowly .....	X		
Side show freaks .....			X	People who always agree with you .....		X	
Cripples .....		X		Self-conscious people ...		X	
People with "bull dog" jaws' .....	X			Loud people .....		X	
People with gold teeth..		X		People who talk about themselves .....		X	
People with hooked noses		X		Carelessly dressed people		X	
Self-conscious people ...			X	Methodical people .....	X		
Blind people .....		X		Fashionably dressed people .....	X		
Deaf mutes .....		X		Anti-evolutionists .....		X	
People who borrow things			X	Socialists .....		X	
Absent-minded people ...		X		Bolshevists .....			X
Quick-tempered people..			X	Independent in politics ..		X	
Optimists .....	X			Teetotalers .....			X
Pessimists .....			X	Women cleverer than you are .....		X	
People made rich in business .....	X			Men who chew tobacco..			X
People who assume leadership .....			X	Men who use perfume...		X	
Natural leaders .....	X			Folks who chew gum...		X	
People easily led .....		X		Athletic men .....	X		
Thrifty people .....	X			Athletic women .....	X		
Emotional people .....		X					
Talkative people .....		X					
Spendthrifts .....		X					
Religious people .....		X					

*CONTRASTING INTERESTS*

Below are listed a number of contrasts in activities in the Y M C A. Check the one in each paragraph which most nearly meets your case.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> Indoor activity<br><input type="checkbox"/> Outdoor activity<br><input checked="" type="checkbox"/> Uncertain                      | 14. <input type="checkbox"/> Doing things as directed<br><input checked="" type="checkbox"/> Doing them your own way                      |
| 2. <input type="checkbox"/> Slow movement<br><input type="checkbox"/> Rapid movement<br><input checked="" type="checkbox"/> Both                               | <input checked="" type="checkbox"/> Doing things requiring common sense   |
| 3. <input type="checkbox"/> Following directions<br><input type="checkbox"/> Giving directions<br><input checked="" type="checkbox"/> Both                     | 15. <input type="checkbox"/> Work requiring factual information<br><input type="checkbox"/> Both  |
| 4. <input type="checkbox"/> Much responsibility<br><input type="checkbox"/> Little or no responsibility  | 16. <input checked="" type="checkbox"/> Making speech<br><input type="checkbox"/> Writing a speech  |
| 5. <input checked="" type="checkbox"/> Working alone<br><input type="checkbox"/> Working and playing with other men  | <input type="checkbox"/> Canvass in a Campaign  |
| 6. <input checked="" type="checkbox"/> Member of committee<br><input type="checkbox"/> Chairman of committee   | 17. <input checked="" type="checkbox"/> Have a friendly visit with a man  |
| 7. <input type="checkbox"/> Staying with one activity<br><input checked="" type="checkbox"/> Engaging in a variety of activities                               | 18. <input type="checkbox"/> Use apparatus<br><input type="checkbox"/> Playing with a group<br><input checked="" type="checkbox"/> Both   |
| 8. <input checked="" type="checkbox"/> Play requiring energy<br><input type="checkbox"/> Play requiring patience   | 19. <input type="checkbox"/> Detailed activity<br><input checked="" type="checkbox"/> Little or no detail                                 |
| 9. <input type="checkbox"/> Play requiring quickness<br><input checked="" type="checkbox"/> Play requiring reliability   | 20. <input checked="" type="checkbox"/> Physical activity<br><input type="checkbox"/> Mental activity<br><input type="checkbox"/> Both    |
| 10. <input checked="" type="checkbox"/> Service requiring sympathy<br><input type="checkbox"/> Service requiring decision                                      | <input type="checkbox"/> Playing a game   |
| 11. <input checked="" type="checkbox"/> Service requiring calmness<br><input type="checkbox"/> Service requiring enthusiasm                                    | 21. <input type="checkbox"/> Watching a game<br><input checked="" type="checkbox"/> Both  |
| 12. <input type="checkbox"/> Influencing people directly<br><input type="checkbox"/> Influencing people indirectly<br><input checked="" type="checkbox"/> Both | 22. <input type="checkbox"/> Amusement in a crowd<br><input checked="" type="checkbox"/> Amusement with one or two                        |
| 13. <input type="checkbox"/> Welfare work<br><input type="checkbox"/> Taking part in entertainments<br><input checked="" type="checkbox"/> Both                | 23. <input type="checkbox"/> Reading alone<br><input checked="" type="checkbox"/> Attending the movies                                    |
|  | 24. <input type="checkbox"/> Few close friends<br><input type="checkbox"/> Many acquaintances<br><input checked="" type="checkbox"/> Both |
|  | 25. <input type="checkbox"/> Many girl friends<br><input checked="" type="checkbox"/> Few girl friends                                    |

## THE INTERESTS OF YOUNG MEN

## EMOTIONAL FACTORS

Think back over the past few months on the following situations and place a check mark on the line over the phrase which best describes your attitude. Read each line through carefully before checking.

1. How have you felt toward other people? X

Very superior	Somewhat superior	About equal	Inferior in some cases	Markedly inferior
---------------	-------------------	-------------	------------------------	-------------------
  
2. How have other folk treated you? X

Have definitely plotted against me	Have it in for me generally	Act indifferently to me	Friendly	Enthusiastic about me
------------------------------------	-----------------------------	-------------------------	----------	-----------------------
  
3. How do you feel towards animals? X

Very strong fears towards them	Strong fears towards few	Slight fear of some	Indifference	Like most of them
--------------------------------	--------------------------	---------------------	--------------	-------------------
  
4. How do you act when aggravated? X

Always good natured and cool	Sometimes get little angry without showing it	Become provoked sometimes	Become very angry	Lose control of myself
------------------------------	---	---------------------------	-------------------	------------------------
  
5. What is your attitude toward life? X

Happy contented	Generally well satisfied	Sometimes depressed and unhappy	Very low spirited, no meaning in life
-----------------	--------------------------	---------------------------------	---------------------------------------
  
6. How do you apply yourself to your work? X

Everything seems confused; unreal	Worried; hard to decide	Occasional difficulty	Concentrate easily; decide quickly
-----------------------------------	-------------------------	-----------------------	------------------------------------
  
7. In your relations with your home were you X

Left alone to decide for yourself	Fairly independent	Helped in making decisions	Controlled entirely by will of parents
-----------------------------------	--------------------	----------------------------	--
  
8. How do you think about yourself? X

Always thinking of myself	Usually self-conscious	Generally lose myself in what I am doing	Completely forget myself in my activities
---------------------------	------------------------	--	---



## EMOTIONAL FACTORS—(Continued)

9. Do you find people more interesting than books?	X				
	Invariably	Sometimes people more interesting	Some books preferred to some people	In most cases books most interesting	Books always most interesting
10. What type of dreams do you have?	X				
	Nightmares	Walking in sleep	Clear sharp dreams	Recurring dreams	Few and indistinct
11. In what do you get your greatest satisfaction?	X				
	In achieving worth while results	In dreaming and making dreams come true	Idle day-dreaming	In building air castles in imagination	
12. Do you feel most at ease with	X				
	A group of women	With just one woman	With mixed group	With a group of men	

Section I on Amusements shows that Mr. V checked ten items under "Much," signifying that he has participated or engaged most in those activities. He checked twenty items under "Some" and sixteen under "None." The activities in which he engaged most were: sporting pages, detective stories, *Life* (magazine), *Popular Mechanics* (magazine), the talkies, fishing, solving mechanical puzzles, playing musical instruments and attending conventions. This column particularly shows that he does not have a very wide range of activities and also that those in which he does participate are mostly individualistic and can be done without having to mix with other people.

The column under Interest reveals twenty-seven items under "Like," fifteen under "Indifferent" and only three under "Dislike." In every instance, the activities he checked under "Much" in the first column were checked under "Like" in this column, meaning that he is interested in those activities he participates in most. There are, however, seventeen items which he likes in which he does not participate much, indicating a rather large proportion of activity interests which are not being satisfied. His small list of dislikes is quite indicative. They are: wild west movies, observing birds and nature study, and rough house initiations. On questioning he reported that he had never been allowed to play the rough games of boys as a child (although he is now a big, husky, and rather fat individual).

The checks under the "Skill" column agree with those in the "Much" column under Participation with two exceptions, fishing and playing a musical instrument, in which latter he felt he had attained only fair skill. His achievements in knowledge and skills lag behind his participation and very much behind his interest in amusements as a whole. This would seem to indicate that he not only has a large number of unsatisfied activity interests but also has not achieved the normal satisfactions which come from excellence and the recognitions which accompany it. The circumstances and experiences which have produced this condition need to be watched as we proceed with the analysis.

Of particular interest from the program standpoint are the activities in which he has fair or no skill or knowledge but in which he is much interested and in which the Association can make a distinct contribution. These are: symphony concerts, poetry, boxing, billiards, playing musical instruments, calisthenics, handball, and basketball. There did not seem to be any activities in which he was already skilled which the Association could help him continue, probably because of their individualistic nature. There are other items on our program in which he may be interested which he will have an opportunity to check at the close of the interview.

In Section II on School Subjects, he checked all of his subjects under "Like" with the exception of five, one of which was under "Dislike." This item was penmanship. Under "Achievement" all of his checks were good or excellent with one exception, which again was penmanship in which he was only fair. This man had completed only the freshman year at the University of Illinois, so there were a number of subjects which he had never taken. This was his first year out of school so his school experience was still fresh in his memory. It is quite evident that he was much interested in his school work and also a very good student. Comparing these results with those on Section I (which are really comparable in school and college life to the extra-curricular activities) it would suggest that he had been rather of the bookish type of student and had not adapted himself to the social life on the campus. His satisfactions had come from scholarship rather than from achievement in sports, student organizations, etc. Upon questioning I found that this was actually the case, due to the home emphasis along this line. His preferences, however, in school subjects were mostly mechanical in nature and he was quite anxious to return to college and finish a course in mechanical engineering. At present he is working as a draftsman.

In Section III on Kinds of People, he checked fifteen items under "Like," twenty-nine under "Indifferent" and ten under "Dislike." This would suggest that he is quite an even tempered individual

without very many strong likes or dislikes. Very often in this section, applicants check dislike for characteristics which they themselves are conscious of, and this was true in this case, especially that of self-consciousness. His check against those who assume leadership was due to his own lack of aggressiveness.

In Section IV on Contrasting Interests his checks substantiate the clues furnished by Section I. He would rather work individually and also take his amusements the same way. He does like a variety of activities which was also shown in his amusements. This section often reveals conflicts between the kinds of activity which a man has actually experienced with satisfaction and the kind of activity which he daydreams of liking. There seems to be a suggestion of this conflict in preference for making speeches, engaging in physical rather than mental activity and play requiring energy and doing things his own way.

Section V on Emotional Factors is quite normal with the exception of Items 7 and 9. On questioning, I found that his parents had done most of his guiding for him, had held him down rather rigidly and not allowed him to engage in most of the activities which boys delight in. Consequently he spent a great deal of time in daydreaming about things which gave him the satisfaction through compensation which was denied to him by his parents in actual achievement with others. This accounts for his check on Item 11 which deals with phantasy and daydreaming. It also accounts for the long list of activities in which he has much interest but in which he has little or no skill.

The question was asked at the close as to what he most wanted to do, what his biggest ambition was, and he replied: "Go back to school in order that I might succeed in my profession of engineering."

The behavior patterns are quite clear. He is quite self-conscious, lacking confidence in himself in social contacts, has compensated for his lack of achievement in sports and other vigorous activities by considerable daydreaming. His profession, however, is rather rugged and virile in its requirements. His great ambition is to attain recognition through professional success. He desires social recognition and approval more than anything else and felt that the "Y" could help him along this line.

With this analysis in mind the counselor and the applicant went over the list of activities offered by the Young Men's Christian Association<sup>28</sup> and checked those which seemed to provide most promise of helping him attain his interests. He chose handball, swimming,

<sup>28</sup> See Appendix I, to find the list of program activities which each applicant checks.



life saving, and glee club for immediate participation and has been able to make real progress in at least three of the four.

#### EQUATION OF THE GROUPS

The period of interviewing by this method extended through the month of December, 1929, and January and February of 1930. March 1st was set as the dead line for several reasons: first, because a new plan of membership was inaugurated on that date which would have introduced some variable factors, not present in the other groups; second, in order to have at least a three months' check on participation which would be similar to that of the other groups. The activities run normally through the month of May but change considerably and drop off materially during the month of June. Therefore the process was arbitrarily stopped as far as the project was concerned and reliance was placed upon the cases secured up to that time to furnish the data for the study.

The next step was to go through the actual process of equating the groups which was the final test of validity that Professor McCall requires for the proper use of the equivalent-groups method.<sup>29</sup> By the use of an application blank on which certain requisite information is sought from every applicant, we were able to secure unquestionable evidence of equivalence on the following items:

1. Chronological age
2. Educational status measured by years of school work completed
3. Occupational distribution
4. Birthplace of Parents giving evidence of nationality of family
5. Place of birth according to population
6. Church preference and membership
7. Efforts at continuing education
8. Former membership in the Y M C A
9. Membership in social organizations other than the church, such as lodges, clubs, etc.

In a technical sense, the five groups to be equated are not social groups *per se* in that they never meet together as such. The group entity is hypothetical but the variable procedures are very real. In order to avoid confusion, the term "group" will be used as the term "procedure" will have rather frequent usage in other connotations.

<sup>29</sup> Professor Watson in his *Experimentation and Measurement in Religious Education*, pp. 17-26, gives an excellent discussion of this question.



No effort was exerted to force any definite numbers into the various groups, because in a real sense such an effort would falsify the picture. Every group was given ample opportunity as far as number of incoming members was concerned to reach a substantial figure adequate for statistical treatment. This was fairly well achieved with the exception of Group IV the failure of which, in this respect, was due to the irregularity and undependability of the lay counselors. In spite of the small number involved in this group, the equation process operated in a surprisingly uniform manner, indicating the purely random fashion in which the incoming members were distributed among the several groups. Only the two factors, those of age and educational status, admit of more than simple statistical treatment. The results have been reduced in the other cases to percentages in order to make them easily comparable. It is fortunate that the two most important factors of age and educational advancement are the ones which permit a more extensive treatment.

Table III shows a remarkable agreement between all five groups as far as age is concerned. The difference in the mean age is only 2.5 years between the lowest average of 21.8 for Group II and the highest of 24.34 for Group III. The range of ages in the entire study is 47 years; so this small difference is insignificant. The control group is about halfway between, indicating that it is quite representative of all the members as a whole. The medians are so close that no question can be raised about their agreement.

TABLE III  
CHRONOLOGICAL AGE OF 439 MEMBERS

<i>No. in Group</i>	<i>Group</i>	<i>Mode</i>	<i>Median</i>	<i>Mean</i>	<i>Standard Deviation</i>
101	I Control	19	23.3	23.70	3.50
81	II Lay Free	19	20.6	21.80	4.00
140	III Sec. Free	19	22.8	24.34	5.68
28	IV Lay Clin.		22.4	22.70	4.10
87	V Sec. Clin.	19	21.4	22.80	5.60

The standard deviations are likewise in close agreement, with a little wider range of dispersion for the secretarial groups. The small differences in age seem to indicate that the groups are truly random samples of the whole membership included in this study. The data

secured on the other items for equation fully substantiate this conclusion. No attempt was made to weight the relative importance of the various factors on which the groups are being equated. It seems, however, that the factor of age is less important at some periods of life than at others and probably a difference of two years between twenty-one and twenty-four are of less significance among young men, especially from the standpoint of program building. The Young Men's Division in the Y M C A usually includes an age range from eighteen to twenty-five and in some cases from eighteen to thirty years. Several members were not included in the study because of advanced age.

The agreement in educational status, shown in Table IV, is even more marked than that in age and is probably more significant.

TABLE IV  
EDUCATIONAL STATUS MEASURED BY YEARS OF SCHOOL WORK  
COMPLETED BY 439 MEMBERS

<i>No. in Group</i>	<i>Group</i>	<i>Mode</i>	<i>Median</i>	<i>Mean</i>	<i>Standard Deviation</i>
101	I Control	12	12.04	11.34	1.98
79*	II Lay Free	12	11.90	11.50	2.09
133*	III Sec. Free	12	12.09	11.09	2.58
28	IV Lay Clin.	12	11.60	11.00	2.25
87	V Sec. Clin.	12	12.10	11.07	2.24

\* No returns on two and seven cases respectively.

Advancement in schooling was the nearest approach that could be made to an index of intelligence. The fact that the average schooling of the whole group is a little above three years of High School shows that the Young Men's Christian Association is appealing to a more than average group of men. The five groups are so nearly alike in all respects in regard to this factor that no comparisons need be made.

In Table V the only exceptions to a close agreement between the various groups are found in No. IV under Trade and Clerical occupations. It is not surprising that such should be the case when only twenty-eight occupations are to be distributed under eleven groups or types. The student classification is not included in the U. S. Census classification but constituted such a distinct group in this study that a separate heading was inserted to include these cases.

TABLE V  
OCCUPATIONAL DISTRIBUTION \* OF 439 MEMBERS

Classification	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
A. Agriculture, Forestry, Animal Husbandry .....	—	—	—	—	2	1.4	1	3.5	—	—
B. Extraction of Minerals .....	—	—	—	—	—	—	—	—	—	—
C. Manufacturing and Mechanical Industries .....	18	17.9	20	24.6	29	20.7	5	18.0	16	28.4
D. Transportation ...	11	10.9	3	3.8	8	5.7	1	3.5	6	6.9
E. Trade .....	42	41.6	35	43.2	57	40.0	16	57.0	36	41.3
F. Public Service ....	2	2.0	2	1.2	3	2.1	—	—	2	2.2
G. Professional Service	9	8.9	5	6.2	10	7.0	—	—	7	8.1
H. Domestic Service..	1	1.0	1	1.2	3	2.1	—	—	1	1.1
I. Clerical .....	8	7.9	6	7.4	9	6.4	5	18.0	3	3.4
J. Student .....	5	4.9	3	3.8	9	6.4	—	—	7	7.1
K. Incomplete .....	5	4.9	6	8.6	10	7.0	—	—	9	10.3
Total .....	101	100.0	81	100.0	140	99.8	28	100.0	87	99.8

\* Based on U. S. 1920 Census Classification. Totals for all groups appear on page 16.

Only minor differences appear between the five groups and these do not appear consistently in any one group, which fact tends to equalize them somewhat. Table VI offers additional evidence of the approximate equivalence of the five groups in respect to nationality.

TABLE VI  
BIRTHPLACE OF PARENTS OF 439 MEMBERS INDICATING  
NATIONALITY OF FAMILY \*

Geographic Areas	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
United States .....	106	52.4	83	51.2	145	51.8	36	64.3	87	50.0
British Isles and Canada .....	34	16.8	22	13.7	34	12.1	10	17.8	29	16.7
Northern Europe ....	26	12.9	31	19.0	65	23.2	3	5.3	24	13.8
Central Europe .....	7	3.5	10	6.1	5	1.8	1	1.8	7	4.0
Baltic and Russian ...	14	6.9	14	8.7	10	3.6	6	10.7	15	8.5
France and Belgium ..	4	2.0	—	—	4	1.4	—	—	—	—
Southern Europe .....	6	3.0	2	1.3	2	.7	—	—	—	—
Asia .....	—	—	—	—	1	.3	—	—	—	—
Incomplete returns ...	5	2.5	—	—	14	5.0	—	—	12	6.9
Total .....	202	100.0	162	100.0	280	99.9	56	99.9	174	99.9

\* Table assumes two parents per member.

Table VII shows that with the exception of Group V, approximately the same degree of equivalence exists in respect to the factor of place of birth as has been shown in the case of the other factors. Even in this group the variation is not large enough to be significant. The relative importance of the place of birth in the total equation process is of course, most difficult to determine. At least it does indicate that the members of the respective groups have come in about the same proportions from the same size of communities. The figures on the totals for all the groups are given on page 17.

TABLE VII  
PLACE OF BIRTH OF 439 MEMBERS

Birthplace	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
On Farm .....	6	6.0	6	7.4	7	5.0	—	—	4	4.6
Village to 1,000 .....	4	4.0	8	9.9	7	5.0	2	7.1	4	4.6
Town: 1,000 to 5,000..	6	6.0	6	7.4	11	8.0	2	7.1	6	6.9
City: 5,000 to 100,000.	7	6.9	8	9.9	6	4.2	4	14.2	4	4.6
100,000 to Million ....	15	14.8	11	13.6	21	15.0	8	28.5	10	11.5
Over a Million .....	56	55.4	41	50.6	85	60.7	11	40.0	51	58.6
Incomplete .....	7	6.9	1	1.2	3	2.1	1	3.0	8	9.1
Total .....	101	100.0	81	100.0	140	100.0	28	99.9	87	99.9

TABLE VIII  
CHURCH PREFERENCES OF 439 MEMBERS

Denomination	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Protestant .....	69	68.3	67	82.7	99	70.7	23	82.1	61	70.1
Catholic .....	22	21.7	10	12.3	28	20.0	3	10.7	15	17.2
Jewish .....	6	6.0	2	2.5	11	7.8	2	7.1	4	4.6
Not Given .....	4	4.0	2	2.5	2	1.4	—	—	7	8.1
Total .....	101	100.0	81	100.0	140	99.9	28	99.9	87	100.0



TABLE IX  
CHURCH MEMBERSHIPS OF 439 MEMBERS

Membership	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Members .....	46	45.5	50	61.7	96	68.6	21	75.0	52	59.7
Non-members .....	38	37.6	28	34.5	40	28.6	7	25.0	28	32.1
Not Given .....	17	16.8	3	3.7	4	2.8	—	—	7	8.1
Total .....	101	99.9	81	99.9	140	100.0	28	100.0	87	99.9

The agreement on denominational preference, shown in Table VIII, is substantially the same as for the other factors with a little higher proportion of Protestant preferences in the two lay counselor groups than in those counseled by secretaries. The data on church membership, Table IX, is quite similar to that of church preference with a little variation in Groups I and V.

TABLE X  
NUMBER OF 439 MEMBERS CONTINUING EDUCATION  
THROUGH NIGHT SCHOOL, ETC.

	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Attending Evening School, etc .....	19	18.9	18	22.2	32	22.8	3	10.8	16	18.3
Do not Attend .....	82	81.1	62	76.5	108	77.2	25	89.2	67	77.0
Not Given .....	—	—	1	1.2	—	—	—	—	4	4.6
Total .....	101	100.0	81	99.9	140	100.0	28	100.0	87	99.9

With a non-school group such as the Young Men's Christian Association the factor of continuing education in some form or other might well be a most important factor. The uniformity, especially in four groups, as shown in Table X, is almost as striking as it was in the case of Table IV on educational advancement.

Table XI reveals in a measure an index of sociability which is a very important factor in a study like this. The agreement between the groups is remarkably close,

## THE INTERESTS OF YOUNG MEN

TABLE XI

MEMBERSHIP IN SOCIAL ORGANIZATIONS OTHER THAN THE CHURCH SUCH AS  
LODGES, CLUBS, ETC. OF 439 MEMBERS

	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Membership .....	19	18.8	19	23.4	42	30.0	6	21.5	21	24.1
None .....	77	76.2	61	75.3	97	69.2	22	78.5	62	71.2
Not Given .....	5	4.9	1	1.2	1	.7	—	—	4	4.6
Total .....	101	99.9	81	99.9	140	99.9	28	100.0	87	99.9

Table XII shows that the agreement on former membership in the Young Men's Christian Association is about the same as on the other factors. It is difficult to determine just what former membership means in such a situation when membership, itself, is so variable

TABLE XII

FORMER MEMBERSHIP OF 439 MEMBERS IN THE  
YOUNG MEN'S CHRISTIAN ASSOCIATION

	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Former Member .....	29	28.7	30	37.0	57	40.7	9	32.2	19	21.8
Never .....	71	70.3	51	63.0	83	59.2	19	67.8	63	72.3
Not Given .....	1	1.0	—	—	—	—	—	—	5	5.8
Total .....	101	100.0	81	100.0	140	99.9	28	100.0	87	99.9

in different Associations. Some men belonged when boys to some Boy's Department; some belonged in small towns or cities or colleges, while others have been members of large city Associations. Membership was quite recent in some cases, while in others a number of years have elapsed. This item would seem to be less tangible and specific than the other items of equation.

## CONCLUSIONS

Several conclusions appear to be evident from the data furnished by Tables III to XI, namely:

1. A very effective method was employed in distributing at random the incoming members among the five groups. No selective

factors seem to have been at work to influence the grouping one way or another.

2. The most noticeable variation occurs in Group IV due probably to the small number of cases. Twenty-eight cases does not seem to be sufficient in a study of this kind to give a representative sampling of the larger population. In spite of several variations, this group as a whole conforms closely enough to the others to warrant our including it in the study if no attempt is made to draw too rigid conclusions from the data.

3. The groups, then, can be said to be approximately equivalent on at least the ten factors described above. This is a much larger number of items than is generally used; so we can proceed with assurance on the basis that we have five fairly well equated groups for our experiment. This means that whatever differences we may find in the results on these groups are due mostly to the differences of the procedures employed rather than to differences in the groups themselves.

## CHAPTER III

### ANALYSIS AND INTERPRETATION

UP to this point we have been concerned in arriving at an understanding of our problem and the situation in which the experiment was to be conducted. Chapter II described, in detail, the organization of the project and the procedures, methods, and techniques which were employed. The treatment in a sense was vertical in that we dealt with the many factors which influenced each group separately. The treatment, in general, for this chapter will be horizontal because we will deal with comparisons of all the groups.

A reference to the diagram on page 25 will be helpful to the reader to remind him of the relationships to each other of the several groups. Our problem is to discover in which group or groups the procedures used were most effective in uncovering the interests of new members. The procedures have been clearly defined, but the methods and mechanical devices for securing the data other than that from the interview have not been considered. This description is most clearly presentable in connection with the criteria for judging the effectiveness of the various methods which were discussed on page 14. Each criterion requires different techniques, somewhat, for securing the necessary data. All of these data were in process of collection from the very beginning of the experiment.

Two different modes of treatment of the data seem necessary if we are to secure an adequate picture of the results. The first is obviously the purely quantitative or statistical, which is implicit in such objective data as "participation," "attendance records," etc. We will treat first, then, all the data that can be dealt with in this way. The second mode of treatment might well be called descriptive analysis, inasmuch as it seeks to deal with many aspects which are more subjective and cannot be reduced to quantitative terms. These aspects are, however, describable in concrete and specific terms which are just as real and factual from a scientific standpoint as those which can be treated statistically. Professor Charles Horton Cooley



has called attention to the relationship between the subjective and the objective in a discussion on "Social Knowledge."<sup>1</sup>

Regarding subjectivity, I may say that all knowledge is subjective in one sense, in the sense, namely: that it is mental, not the external thing, but a construct of the mind. Even the simplest perception of form or extent, much more the exact perceptions of science, far from being mere physical data, are the outcome of an extended process of education, interpretation and social evolution. If the phenomena can be observed and described in such a way as to command the assent of all intelligent men, without regard to theory or to bias of any sort, then the factual basis of knowledge acquires that independence of particular minds, which we call objectivity.

We shall, therefore, attempt to treat descriptively all the material that does not lend itself to statistical interpretation with the hope that by the use of both modes of treatment we shall get a fairly true and accurate picture.

### STATISTICAL TREATMENT

In accordance with our earlier suggestion we shall describe the conditions under which and how each type of data was gathered.

#### I. THE PERMANENCY OF MEMBERSHIP

In one respect, we have two kinds of membership: those who have an option of paying cash or paying in installments within a two months' period for their membership, and those whose membership is strictly a cash transaction. During the course of our study two group memberships were in use on the latter basis. By arranging to take out their memberships in numbers of eight or more a slight reduction was made on the condition that the payment be made in cash. This plan did not mean that the men from any organization such as a church or industrial concern carry on their activities as a group by themselves although in some cases such as basketball, this was sometimes done. They had full privileges of membership the same as every other member. The element of choice did not enter into this membership and therefore we disregarded the group memberships entirely in considering this factor of permanency.

The business office keeps a very accurate record of all paid-up memberships in one set of books called the Brooks Visualizer. Another similar volume files all the part payments. If the part payments

<sup>1</sup> Charles Horton Cooley, "The Roots of Social Knowledge," *American Journal of Sociology*, Vol. 32, p. 67.

are not completed within the sixty-day period, the membership is ordered cancelled by the central Business Office at 19 South La Salle Street, Chicago. Therefore, we had at our disposal very accurate data on which to determine the number of members in our various groups who had paid up in full or who had had their memberships cancelled. Certainly a difference in cancellation of membership is one objective evidence that for some reason or other the Association was not successful in satisfying the interests of the member concerned. The reasons for cancellation are legion but they all refer back to the basic fact that the men did not consider what they were getting or thought they could get from the Young Men's Christian Association to be of sufficient worth to warrant the payment of the balance of their membership fees. Whatever the reasons may be, they were constant in all the groups as far as was known. This matter of cancellation is one of the matters of chief concern on the part of the organization because of its volume, which in many Associations runs as high as fifty per cent of the total number of members who enroll. Unquestionably it is the biggest factor in the very low renewal or continuance rate from year to year. For the months of September, 1929, to May, 1930, the number who renewed their membership for another year amount to slightly more than twenty-four per cent of those who enrolled the year previous. In the light of these conditions, the study of cancellation of members in our five groups is significant if only from a purely business standpoint. It is equally, if not more, important from the program standpoint, not only because it reflects upon the efficacy of program operation, but also because of the obvious fact that the Association cannot serve men if they are not there to be served. The following table presents all the data regarding cancellations in each group.

TABLE XIII

DIFFERENCES IN CANCELLATIONS OF MEMBERSHIP BETWEEN GROUPS  
DURING EXPERIMENT

	I		II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%	No.	%
Paid up Memberships.	38	66.6	46	67.7	86	77.5	22	81.5	63	87.5
Cancelled Memberships	19	33.3	22	32.3	25	22.5	5	18.5	9	12.5
Group Memberships not included .....	44	—	13	—	29	—	1	—	15	—

This table on cancellations tells its own story more eloquently than words can tell it. The superiority of method is indisputably held by Group V in which secretaries employed the clinical interview. From this standard it decreases in the inverse order of the groups until we find the Control group with thirty-three and a third per cent or one out of every three who cancelled their memberships out of those who received no interviewing at all. Lay interviewing by the free method does not seem to have much advantage over no interviewing at all as far as cancellations are concerned. From the standpoint of personnel, secretaries are considerably more effective than are laymen. Likewise, the clinical interview method is even proportionately more effective than the free interview when the personnel is held constant.

## II. THE EXTENT AND AMOUNT OF PARTICIPATION IN ACTIVITIES

The program records of the General Office of the Chicago Association deal only with totals of group activities (except the recording of individual conferences) and so were not directly applicable to this phase of the study. Consequently there was developed a weekly attendance record card<sup>2</sup> on which the number of sessions and the number of program hours were recorded for every activity in which each member engaged. This record card was mimeographed in different colors, one for each group, so that there could be less possibility of mistake in recording. The cards were filled out each morning, after the records of the interviews were typed for all those members who had been enrolled the night before.

The next step was to get the actual reporting done by the secretaries in charge of the various activities in which the members engaged. Two plans were adopted. The first one was to develop an activity check list which each member was asked to fill out at the counter in the locker room before he was given his basket and locker. This happened each time that the member engaged in any kind of physical activity.<sup>3</sup> The locker secretaries in charge were proficient in securing this record and it became a habitual practice which was not at all difficult to enforce. The second plan was to make out daily attendance class records<sup>4</sup> which each secretary kept for all of the activities for which he was responsible. The checks on lobby activities such as pool and billiards were kept at the front counter. By these means it was possible to secure quite complete and accurate

<sup>2</sup> See p. 146.

<sup>3</sup> See p. 146.

<sup>4</sup> See Appendix III.



records of the sessions, program hours, and number of activities in which the various members of the several groups participated. Any omissions which may have occurred probably affected all the groups alike and thus were constant as far as this experiment is concerned.

TABLE XIV  
NUMBER OF ACTIVITIES ENGAGED IN IN PROPORTION TO THE NUMBER OF  
ACTIVITIES SELECTED BY ALL THE GROUPS

<i>Groups</i>	<i>No. in Group</i>	<i>Aver. Activ. Checked per Member*</i>	<i>Aver. Activ. Engaged in Per Member§</i>	<i>Per Cent Participated in†</i>
I. Control .....	101	3.81	1.48	38.9
II. Lay Free Interview .....	81	2.96	1.95	65.8
III. Sec. Free Interview .....	140	3.12	2.38	76.3
IV. Lay Clinic Interview .....	28	2.46	1.60	65.0
V. Sec. Clinic Interview .....	87	3.08	2.14	69.8

\* Average number of activities checked by each member.

§ Average number of activities actually engaged in by each member.

† Ratio in percentage of activities engaged in to those selected in the beginning.

Table XIV reveals a marked superiority of all the experimental groups over the control group in the ratio of activities <sup>\*</sup> engaged in, in comparison with those which were checked by the applicant at the time of entrance. In fact the percentage is almost double, on the average. The lay interview groups have about the same percentage or ratio of participation. The groups with secretarial counseling both run higher than those with lay counseling, giving us the same results comparatively that we found in Table XIII in respect to cancellation. In regard to method, however, we find that the clinical interview method brings a little lower percentage than does the free interview in both lay and secretarial counseling. This fact is probably accounted for by the fact that one major activity, *i.e.*, boxing, was virtually discontinued during most of the time in which this type of interviewing was in process due to an unfortunate selection of a boxing instructor. This activity was chosen by one hundred and ten of the total of four hundred and thirty-seven men included in this study, of which twenty-five were in Group V and six in Group IV. As far as we have been able to ascertain, this was the only major activity which failed to materialize after it was seemingly well started. If this activity had held constant the results on the

\* A list of these activities is given in Table XIX, page 132.



clinical interview might have equaled, if not surpassed, those from free interviewing. That this assumption is reasonably sound seems to be substantiated by the other data on participation which follows. It seems quite evident from Table XIV that both free and clinical interviewing tends to a more intelligent and discriminating choice of program activities than when a member chooses without the aid of a counselor, and furthermore, that the chances are two out of three that he will actually engage in the activities in which he has expressed his interest. On the other hand, the chances are slightly over one out of three that he will do so if left by himself. The table would also seem to show that secretarial counseling is decidedly more effective in this respect than lay counseling, no matter what method is used.

The weekly attendance record furnishes data regarding the total number of sessions<sup>o</sup> which each man attended during the three-month period immediately following his entrance. This period of time was taken as a sufficient index of a person's interest in the activities and also because it made it possible to get in a full three-month period for participation after the interviewing ceased on March 1st, without extending the period into the month of June when the activities drop off materially. The weekly record also gives the data on the number of program hours for each man. The program hour is a unit of time signifying that one person has spent one hour of time in one activity.

TABLE XV  
PARTICIPATION IN NUMBER OF SESSIONS AND PROGRAM HOURS  
OF DIFFERENT GROUPS

	I		II		III		IV		V	
	<i>Aver. mem-ber</i>	<i>Aver. sess. &amp; hr. per wk.*</i>	<i>Aver. mem-ber</i>	<i>Aver. sess. &amp; hr. per wk.</i>	<i>Aver. mem-ber</i>	<i>Aver. sess. &amp; hr. per wk.</i>	<i>Aver. mem-ber</i>	<i>Aver. sess. &amp; hr. per wk.</i>	<i>Aver. mem-ber</i>	<i>Aver. sess. &amp; hr. per wk.</i>
Sessions . . . . .	5.6	.43	10.3	.80	12.2	.94	8.9	.68	12.9	.97
Program Hours	5.2	.39	9.8	.75	12.2	.94	7.8	.60	13.5	1.04

\* Average participation in sessions and program hours per member for a period of three months.

§ Average number of sessions and program hours per member per week.

Table XV on participation in sessions and program hours shows again conclusively that some form of counseling is much more effec-

<sup>o</sup> A session is a regular or special meeting of a class, club or group.

tive than no counseling at all. In fact in both sessions and program hours the results are almost doubled by Group II, which indicates that lay free interviewing is almost a hundred per cent more effective than the old system. Secretarial interviewing by the free interview method shows a marked increase over the lay interviewing by this method. Group V also is much more effective than Group IV, indicating again the supremacy of secretarial over lay personnel. Keeping the personnel constant we notice that Group V, using the clinical interview method, is definitely superior to Group III in which they used the free method. It is difficult to deduce from this whether the lay counselors were not able to use the clinical interview method effectively or whether other factors caused the difference. The latter seems rather to be the case in light of the facts discussed under Table XIV regarding the slight let down in program operation. The numbers in this group are too small to make any definite conclusions. It is probable that there was a slackening somewhat in the attention given new members which will be indicated in the next table. If this be true, the definite superiority of Group V is all the more notable.

TABLE XVI

NUMBER OF MEN KNOWN BY PROGRAM SECRETARIES IN EACH GROUP

	I		II		III		IV		V	
	<i>To- tal</i>	<i>Aver. per mem.*</i>	<i>To- tal</i>	<i>Aver. per mem.</i>	<i>To- tal</i>	<i>Aver. per mem.</i>	<i>To- tal</i>	<i>Aver. per mem.</i>	<i>To- tal</i>	<i>Aver. per mem.</i>
Total number acquaintances by all program secretaries	64	.63	88	1.1	158	1.1	21	.75	78	.9
Number of different members known by secretaries	44	.43	53	.65	90	.64	14	.50	45	.52
Number members unknown by secretaries	57	.57	28	.35	50	.36	14	.50	42	.48

\* Average per member. Figure secured by dividing total by number in each group.

The data for Table XVI were secured by means of a Behavior Observation chart which will be described in more detail in the section of the chapter which deals with the descriptive analysis of the data.<sup>7</sup> The chart was used in a staff meeting of all program secretaries held each week to make an appraisal on all the members in this study. It served as a sort of clinic, except that the men were not actually present. These meetings were started the first of March and continued consistently for a period of three months. If members were well enough known by one or more secretaries, their names were placed at the top of the chart and their individual observations recorded as they were given.

Table XVI, although not so objectively arrived at as the former tables, gives another type of insight into our problem which helps to explain some of the questions we have been raising in connection with the others. All the experimental groups show improvement over the control group, as was to be expected. The first row of figures represents the total number of acquaintances with members as reported by the program secretaries. Some men were known by three or four secretaries and others by none. Groups II and III which came into the membership during October and November largely, were known on the average to 1.1 secretaries. Groups IV and V, however, which came into the membership in December, January, and February, show a decrease in this respect although more attention was given to them in the interviewing process (more time was required in the clinical interview method). In discussing this matter with several of the secretaries involved, they admitted that, after the first flush of organization and getting acquainted in the fall months was over, less attention was directed to the new men as they came in to the classes. The numbers were larger and it was easier to conduct activities than it was to follow up individuals. Another factor which contributed to this condition was the fact that most of the activities were actually under the direction of Association College students working on a part-time basis, which practically did not allow for any time outside the actual activity sessions.

The second line of figures on Table XVI shows the number of different members known by the secretaries. The secretaries who were engaged in interviewing were not considered in these computations, so the results do not actually give a picture of the total number of members known by all secretaries. On this basis, this table shows that about two-thirds of the members of Groups II and III

<sup>7</sup> See Appendix IV.



were known by program secretaries, and about one-half of Groups IV and V. There seems to be no difference as far as personnel is concerned but considerable difference in method. This apparent difference due to method may be more largely due to the factors mentioned above. Secretarial acquaintance does not indicate that members are not finding satisfactions of their interests as will be shown later. It does reveal, however, that secretaries are not directly influencing the numbers of men that they should be in an organization which depends so much upon friendly contacts.

### III. CONTINUITY OF PARTICIPATION

Upon careful study of the question of continuity, it was discovered that this factor was so closely connected with total participation that it was hardly worth while attempting to treat it separately. It was very difficult to find a technique which would give comparative results; so this item was abandoned.

### IV. LEVELS OF COUNSELING PROCEDURE

Another method of appraisal which is partly descriptive and yet can be treated quantitatively, was developed by listing the levels on which counseling members has been carried on. These levels have been arranged in a sort of scale, starting with a negative reaction and ascending by six rather arbitrary steps up to the highest or most effective type of counseling which seems to have grown out of our experience so far. All of the records of the experimental groups were carefully evaluated in regard to this scale, and a record kept of the frequency with which the various levels were attained in each group. This record appears in Table XVII.

The steps of this scale were determined empirically from the experience which both secretarial and lay counselors have been having during the past year. It could be refined by adding other steps, but the distinctions would not be so carefully drawn as they are in the present instrument. The scale meets with approval from those men who have actually had experience in the counseling process. Counselors also could be rated on this scale if so desired, although this would involve some weighting process which we have studiously avoided. A counselor seems to maintain a fairly constant level, but fails in some cases to attain to it or in others goes beyond it. Such an instrument could well be amplified to make a most useful means of evaluating and raising the level of skill in the counseling process.

A study of Table XVII shows some exceedingly interesting com-



parisons which have not emerged in our study so far. The difficulty of securing reports from voluntary workers always creates a problem regardless of how insistent one may be and how easy one makes the mechanical means for their making them. In this instance, a dictaphone was installed and training given in the proper use of the instrument to all who desired it. Each counselor could either use the dictaphone or write out his report in longhand. In spite of these precautions twenty-nine or thirty-six per cent of the interviews were not reported. The percentages in the other groups on this item were much smaller and in the fifth group all interviews were reported, due probably to the request that the analysis either be typed separately or written on the Interest Finder.

TABLE XVII

RELATIVE LEVELS OF COUNSELING ON THE BASIS OF A SIX-POINT SCALE  
IN THE EXPERIMENTAL GROUPS

	II		III		IV		V	
	No.	%	No.	%	No.	%	No.	%
1. No Report .....	29	36	21	15	3	11	—	—
2. Antagonizes Member; Creates Dislike .....	3	4	—	—	—	—	—	—
3. Indifferent: Apparently of little value one way or another .....	10	12	4	3	3	11	—	—
4. Makes friendly approach; helps member feel at home	28	35	107	76	23	82	85	97
5. Helps member choose his Activity Interests more in- telligently .....	32	40	111	79	19	68	85	97
6. Wins confidence of the member and gains many points of his life history	17	21	54	38	4	14	45	52
7. Does 4, 5, and 6 and in addition makes a real anal- ysis and diagnosis of basic behavior patterns and in- terests .....	2	2	15	12	7	25	50	57

Group II has the only cases reported where antagonism seems to have been developed. The lay interviews, both free and clinical, have a much higher percentage of cases that seem to have been indifferent. The secretarial interviews were apparently more successful in this respect than the lay interviews.

On Step 4 the secretarial and clinical interviews are decidedly superior. The same is true for Step 5. There seems to be a lessening of effectiveness on the part of all interviewers on the last two levels but decidedly more so on the part of the lay interviewers. Secretaries using the free method are able to win confidence and secure considerable case history data in thirty-eight per cent of the cases while they seem to achieve these results with fifty-two per cent with the clinical interview method. The lay interviewers using the latter method, however, were not so effective, achieving this level with only fourteen per cent, while their co-workers using the free interview reached this level with thirty-six per cent of their cases.

The real genius of the clinical interview method evidently comes in its capacity for making real analyses and diagnoses of behavior patterns and the uncovering of the basic interests of members. The comparisons are quite startling. The lay interviewers with the free method reached this level with only two members. With the clinical interview the lay counselors reached it in twenty-five per cent of the cases. With secretaries the proportion is twelve and fifty-seven per cent respectively. Therefore, it is safe to say that on the highest level of counseling the secretaries are far superior to laymen and the clinical interview method is far superior to the free method with the best results being obtained when secretaries use the clinical interview method.

This table raises a most serious question as to what the function of laymen should be in the counseling procedure within the Association. This question will be discussed more in detail in Chapter VI when the implications of this study are considered from the standpoint of the Association program. It appears quite evident that laymen are relatively successful in achieving the lower levels of skill but when it comes to the higher levels, they cannot be expected to develop the technical skills and knowledge which seem to be required. Further evidence will be forthcoming when we treat the balance of the data descriptively.

#### TREATMENT OF DATA THROUGH DESCRIPTIVE ANALYSIS

The material in this section is more qualitative in its nature than quantitative. In a sense, it is more subjective, but none the less real and actual to those members and counselors from whom it was gleaned. Its presentation will be, perhaps, more understandable than that of the previous section because it is nearer to the every-

day experience of people. If essential agreement by intelligent men makes the results scientific, as Professor Cooley suggests in the article from which we quoted on page 136, we may consider the following data quite reliable. Practically all of the personnel who have had a part in the study have helped to appraise the results, with a unanimity of opinion on the essential features, as the following pages will show.

The original chapter on "The Concept of Interest" suggested the possibility of a hierarchy of interests if a sufficient number and range could be uncovered. Although such an attempt is outside the scope of this limited study, it would be decidedly fruitful to make a start in this direction. Therefore we went through all the data from all the experimental groups, with the purpose of lifting out those interests which seemed to be dominant in the minds of the new members. In some cases they seem to be fundamental and basic while in others they are merely instrumental. No attempt was made to interpret them in terms of whether they were basic or not. This is merely a listing of interests as they appeared in the records of the interviews, covering a very wide range of wishes which these men sought to satisfy in greater or lesser measure in the Young Men's Christian Association. Their frequency was noted in each of the four groups, to give a rather graphic picture of the efficacy of the different methods in uncovering them.

TABLE XVIII

KINDS AND FREQUENCY OF INTERESTS REVEALED BY INTERVIEW RECORDS  
IN THE EXPERIMENTAL GROUPS \*

Interests	II	III	IV	V
1. No evident interest in life.....	2		2	3
2. Basket Ball (per se) .....	21	10	1	7
3. Vocation (present position) ....	7	8		4
4. Public Speaking .....	5	2		
5. Swimming .....	11	25		11
6. Welfare of family .....	1			
7. Reducing weight .....	1	8		
8. Boxing .....	2	2		4
9. Vocational Analysis & Guidance	3	7	3	2
10. Baseball .....	1	5		2
11. Physical Development .....	5		1	
12. Western Stories and Adventure	2			
13. Bookkeeping and Accountancy	1			

\* Control Group I had no interviews so no records were available for this table.

TABLE XVIII—(Continued)

Interests	II	III	IV	V
14. Fencing .....	3	2		
15. Handball .....	1	10		5
16. Teaching .....	1			1
17. Recognition (through skills)...	1	2		6
18. Complete education .....	2	7		6
19. Mechanical Engineering .....	1			1
20. Physical Exercise .....	6	35		8
21. Church Work .....	1			
22. Broker or Bondsman .....	1			
23. Automobile Mechanic .....	1			
24. Commercial Art .....	1	1	1	
25. To become an Athlete .....	3	7		3
26. To own a Chicken Farm.....	1			
27. Stationary Engineering .....	1			
28. Vocational Placement .....	5	5		8
29. Direct an orchestra .....	1			
30. Getting acquainted with U. S. Social and Industrial Life....	3	1		
31. Recreation and Social Experi- ence .....	1	3		
32. Wrestling .....	2	2		1
33. Residence, place to live .....	1	8	1	8
34. Tennis .....	1	2		
35. Journalism .....	1	2		
36. Mechanical Drawing .....	1			
37. Financial Success .....	1	1		1
38. To be a Musician .....	1		1	2
39. Interior Decorator and Designer	1			
40. Health .....	1	6		8
41. Social friendship and compan- ionship .....	1	6	2	6
42. Salesman .....		1		
43. Billiards .....		2		
44. To play in an orchestra.....		1		
45. Life saving .....		2		1
46. Gymnastics .....		4		
47. Sex education .....		3		
48. Marital adjustment .....		1		2
49. Camping .....		1		
50. Leadership .....		5		3
51. Volley ball .....		3		
52. Learning to speak better English	1	2		
53. Getting married .....		1		1
54. Rifle Club .....		7		
55. Corrective gymnastics .....		2		
56. Education of his children.....		1		
57. Law .....		1		3
58. Medicine (Doctor) .....		1		
59. Checkers .....		1		
60. Becoming a life guard .....		1		
61. Glee Club .....		5		1
62. Wish for security .....		5	1	10
63. Wish for superiority .....		5	2	10



TABLE XVIII—(Continued)

Interests	II	III	IV	V
64. To become a physical director or coach .....		I	I	I
65. Business contacts .....		I		
66. First Aid .....		I		
67. Personal development (character) .....		I		
68. Wish for approval .....			3	10
69. To be successful .....			I	8
70. Aviation pilot .....			2	3
71. Establish a home .....				2
72. Time study engineer .....				I
73. Withdrawing—living to himself			2	2
74. Professional baseball .....				2
75. Reading books .....				6
76. Travel (new experience) .....				2
77. Railroading .....			I	I
78. Independence—self-expression				I
79. Reading and writing alone on some high mountain .....				I
80. Business .....				3
81. Golf .....				I
82. Snakes .....				I
83. Comfortable living .....				I
84. Dominating—directing people..			I	2
85. Detailed work .....				I
86. Sex satisfaction .....				I
87. Song writing (jazz and popular songs) .....				I
88. Some form of social service work .....				I
89. Go back to Ireland .....				I
90. Mechanical trades .....				I
91. Advertising .....				I
92. Become a big chemist .....				I
93. Track .....				I
94. Dramatic actor .....				I
95. Agriculture .....				I
96. Forestry .....				I
Totals .....	III	22I	25	188
Average per member ....	I.37	I.58	.9	2.I

This list of interests does not mean, of course, that these members did not have more interests than those checked above. It only means that these were the interests which they expressed as being the most dominant in their lives at the time of the interview. Some groups were evidently able to get deeper into the confidence of the men and uncover more interests and a wider range of interests. This is indicated somewhat by the totals which reveal that Group V

uncovered 187 interests or an average of 2.1 interests per member. Group III comes next with 221 interests or an average of 1.58 interests per member. Group II follows with 108 interests, or an average of 1.38 per man while Group IV comes last with only 25 interests or an average of .9 interests per man. Here again we find the secretarial personnel more effective than the lay personnel, with also a decided advantage of the clinical interview method over the free interview method. (With the exception of Group IV which has too few cases to consider its results too seriously.)

It will, also, be noticed that the free interview groups tended more to uncover what we have called the activity or objective interests which probably were in reality only means or instruments of achieving some more fundamental or basic interests<sup>8</sup> if they could have been brought to the surface of consciousness. The clinical interviews tended much more to uncover these more basic interests and therefore did not record such a large number of activity interests. This conclusion is in substantial agreement with the results of Table XVII which were arrived at quite independently and from an entirely different angle. These two approaches, therefore, serve as a validation for each other.

#### THE VALIDITY AND RELIABILITY OF THE INTERVIEW PROCEDURES

We have discussed the question of effectiveness of the several methods from many different angles and have demonstrated the superiority, as a whole, of the clinical interview method when used by secretaries. We have not, however, up to this time, employed any techniques for actually following through the records of the men in the several groups who have gone through the respective experimental processes, to see to what extent they differed and in how far they were successful in uncovering the interests of the applicants. This we attempted to do in the following two ways: first, by the method of observation; and second, by return interviews. A short description of each will explain how we proceeded.

#### THE OBSERVATION METHOD

The first task was to develop some form of device for recording observations on the types of behavior which would be pertinent to this study. It was quite evident after a study of the nature of interest that we would get most value for our study out of observation of various types of emotional behavior patterns. Twelve of these

<sup>8</sup> See pp. 8-10 for a discussion on basic and activity interests,

patterns were included in generalized form in the last section of our Interest Finder. This form was too general to be used in actual observation of numerous changing situations; so we sought for other ways of accomplishing our aim. A recent study by Dr. Wickman on *Children Behavior and Teacher's Attitudes*<sup>9</sup> gave us a clue which we developed into a Behavior Observation Chart.<sup>10</sup> He secured thirty ratings by clinicians, including psychiatrists, psychologists and others who were professionally working in the mental hygiene field, on the "relative seriousness of behavior problems of children." He put the results in the form of a table with a graphic scheme for recording the degree of "seriousness" as these clinicians see them. He also submitted the same list to a greater number of teachers with the interesting result that what the clinicians put at the top of the list for "seriousness" the teachers put at the bottom and vice versa. The immediate task of running an institution, whether it be a school or a Young Men's Christian Association, naturally places emphases on such things as preserving property, keeping order, being obedient and loyal to the institution. Any subject-matter or activity-centered approach must needs take this attitude. A student- or member-centered approach must be concerned with the person involved. This was the concern of the clinicians and also our concern in this present study. We therefore took Dr. Wickman's table of behavior problems and picked out twenty of the most serious which we felt were observable in Young Men's Christian Association situations and which were applicable to adults as well as children. Our Behavior Observation Chart was the result.

Our first plan was to use this chart with at least two observers at two or more sessions of each class. We tried this plan with several classes but found it entirely impractical, due to a number of conditions. In the first place, it was impossible to secure qualified observers who were acquainted with all the members of our study. We tried a means of identification which would not make the particular members whom we wished to observe, conscious that they were being watched. This fact, if even suspected, would defeat our whole purpose. This plan did not work because so many men did not respond to the suggestion. Secondly and even more important, we found that the actual attendance on any given night of the men with whom we were primarily concerned was so variable that we could get observa-

<sup>9</sup> Wickman, E. K., *Children Behavior and Teacher's Attitudes* (New York: Commonwealth Fund, N. Y. C., 1929).

<sup>10</sup> See Appendix IV.



tions on only a few of them at a time. In the third place, many of these forms of behavior did not show up at the time of observation or in the particular class situation which we were observing. The results, therefore, were so meager for the time and effort required that we set about to discover more adequate ways of achieving our goal.

This was achieved by means of what we termed, "a staff clinic," in which our individual records of all men included in the study were examined, one by one, by the entire corps of program secretaries. The combined results of their observations were recorded on the Behavior Observation Chart with other pertinent notations. One result of this "clinic" has already been reported in Table XVI on page 70. Even with this combined judgment, it will be remembered that the highest percentage of members in any one group that were known to the program secretaries, was sixty-five per cent for Group II. The lowest per cent was forty-three for Group I. Many men were known to the program secretaries but they were not able to record any observations of the negative forms of behavior which make up the chart. The absence of any record, therefore, may mean that a certain member is very wholesome and normal and free from these types of behavior or it may mean that the secretaries do not know him well enough to feel like recording anything. As a rule where a man is known by several secretaries, the former alternative is the truer one. We have included the results of this "staff clinic" as one of the means of validating the initial interview, where the data were available.

The second method was by means of return interviews. In view of the fact that confidence had already been established in so many cases and that very definite information was required for this purpose, we drew up a standardized return interview form<sup>11</sup> to be used in all return interviews. It was quite easy to motivate the use of this form by explaining the purpose of the information which all members were more than willing to furnish. A much more difficult task was to persuade the members to come in for a return interview. Letters were sent out to them, as many as possible were reached by phone, and others were asked personally. The latter method was the only one which brought results, but not in the amount which we had desired. What we did get is included in the following appraisal. There was no selective process at work except that of response to a request and even this in a measure is an index of interest. The results are put side by side for the reader's convenience.

<sup>11</sup> See Appendix V.



The abstracts of the records of one hundred and eighteen cases from the four experimental groups on which some data were available either from staff observation or return interviews validate the results of the initial interview. These cases are distributed among the four groups as follows: Group II, twenty-nine; Group III, fifty-three; Group IV, twelve; and Group V, twenty-four. The first column gives an abstract of the initial interviews particularly the analysis of basic interests, behavior patterns and activity interests wherever they were stressed in the interview record. The second column gives the results from the staff observations on these men. The figures in parentheses following each observation indicate the number of secretaries who made the observations. The second figure in every instance refers to the number of secretaries who felt that they knew this member well enough to record observations on him. The first figure refers to the number of observations on this particular item of behavior. The third column gives the abstracts of the return interviews which were secured in the manner described on page 80. The fourth attempts to evaluate the effectiveness of the initial interview in analyzing and diagnosing the interests of members, in light of the staff observations and return interviews.

This study in comparisons shows that we were able to secure behavior observations on one hundred and two members of our study or a little less than a third of those in the four experimental groups. One hundred and forty-four other members were known by the program secretaries but were not checked on any forms of behavior listed on our chart. The assumption is that these latter members had not exhibited any of the negative forms of behavior while participating in the "Y" activities sufficiently at least to draw the attention of the secretaries.

Forty-three return interviews were secured which is twelve and one-half per cent of the number of members in the experimental groups. This percentage runs about the same in the four groups indicating that probably no selective process was operating in this respect.

A critical appraisal of the data on pages 84 to 107 yields the following results: Out of twenty-nine cases in Group II on which either staff observations or return interviews were available, only three initial interview records show an attempt at analysis of behavior patterns or basic interests. Of these three analyses, one seems to have been partially correct as evidenced by a staff observation. One analysis seems to have been quite accurate when judged by a similar evidence. The third analysis is not substantiated by

the staff observers. No claim is made that the twenty-nine cases tabulated in this group is representative of the total number of one hundred and one cases in Group II. The small number of analyses does furnish some index, however, of the difficulty which lay interviewers, using the free method, experienced in making analyses of behavior patterns or basic interests.

On the fifty-three cases listed in Group III, thirty-two initial interview records reveal attempts at analysis. The staff observations partially substantiate the diagnosis in four cases, are in fairly close agreement in nineteen cases and in disagreement in two cases. The return interviews furnish evidence of partial agreement in six cases and fairly close agreement in nine cases. The return interviews furnish corroborating evidence of agreement to that already reported by the staff observers in eight cases and fresh evidence in seven cases. Therefore, out of thirty-two analyses, there is evidence of either partial or fairly close agreement in thirty cases, furnished by either staff observations or return interviews or both combined. These data reveal quite definitely that secretaries, using the free method, attempted analyses in at least three-fifths of these fifty-nine cases and that their diagnoses were partially or fairly accurate in thirty of the thirty-two cases attested by the evidence from staff observations and return interviews.

On the twelve cases listed from Group IV, six initial interview records reveal attempts at analysis. The observation checks partially tally with the diagnosis in three cases and disagree in one case. The return interview records show partial agreement in two more. Lay interviewers, using the clinical method, therefore, attempted analyses in fifty per cent of the twelve cases and were partially successful in their diagnoses in five instances and wrong in the other as judged by the same type of evidence referred to above.

On the twenty-four cases listed from Group V, the initial interview records reveal that analysis was attempted in twenty-three instances. The behavior observation checks seem to partially substantiate the initial diagnoses in seven cases and seem to be fairly accurate in eight more cases. The return interview records seem to partially substantiate the diagnosis in one case and seem to approximate a fair degree of accuracy in twelve more cases. There do not seem to be any evidences of out and out disagreement in this group with the initial analyses.

No claim is made that these analyses of behavior patterns or basic interests were complete or adequate in a strictly scientific sense. Such a standard was utterly outside the scope of this experiment

and the Young Men's Christian Association itself in its treatment of incoming members. That some kind of analysis was attempted in sixty-four out of one hundred and eighteen cases dealt with in this section is in itself significant. Fifty-five of these analyses were made by secretaries indicating that lay personnel found it more difficult to do than did the secretaries.

It must be also admitted that neither the staff observation nor the return interview records furnish incontestable evidence for validating the initial diagnoses. They were arrived at as objectively as possible and if their data are interpreted strictly on their own merits, they do offer an additional link in the evidence to be considered in judging the relative effectiveness of the several experimental methods employed in this project. The secretarial analyses appear to be more accurate than those of the laymen. Two of the nine lay analyses missed their marks while only two of the fifty-five secretarial analyses seem to have been contradicted by later evidences. This low percentage of failure may be accounted for by the fact that the diagnoses tended to be general rather than specific. The secretarial analyses had a larger proportion of fairly accurate diagnoses than did the lay analyses. It seems clear, then, as far as these particular data are concerned that secretarial counseling is more effective than lay counseling.

The picture as far as the differences in method are concerned is not so clear. More analyses were attempted proportionately by the clinical method by both secretaries and laymen. The clinical analyses were slightly more accurate than those of the free method. It seems safe to venture the statement that when the personnel is held constant that the clinical interview is slightly superior to the free interview method both in the number and accuracy of analyses of behavior patterns and basic interests.



AN EVALUATION OF THE INITIAL INTERVIEW ON BASIS  
GROUP II

<i>No.</i>	<i>Initial Interview Record</i>	<i>Staff Observation</i>
1.*	Favorable. Good first impression. Checked physical interests.	10.** Over-sensitive; easily hurt (2)*** 13. Acts bashful—shy (1-2)
2.	Favorable, friendly contact. Uncovered several act. interests. Has desire for friendship and learning American life and industry.	3. Acts depressed (1-2)
3.	Same as above.	11. Domineers—acts superior (1-2)
4.	No record.	14. Is selfish (1-2)
5.	No record.	13. Acts bashful and shy (3-3) 14. Is selfish (1-3)
6.	No immediate interests; set in his ways.	13. Acts bashful and shy (1-3)
7.	No record.	10. Over-sensitive (1) 13. Acts bashful and shy (1) 17. Fidgets—nervous (1)
8.	Lacks confidence—drifting, no real interests in life, no ambition, over-sensitive.	7. Gives up easily (1) 10. Over-sensitive, easily hurt (1)
9.	No record.	4. Resents interference (2-6) 6. Bullies (2-6) 7. Falls in too readily with suggestions (1-6) 11. Domineers—acts superior (6-6) 14. Is selfish (4-6) 16. Talks imaginatively (1-6) 17. Fidgets, acts nervous (6) 19. Undependable (2-6)
10.	Secured confidence. Boxing and Public Speaking.	17. Fidgets, acts nervous (1)

\* Number of case.

\*\* Indicates corresponding item on Observation Chart, Appendix IV.

\*\*\* Indicates number of secretaries making observation.



OF STAFF OBSERVATIONS AND FOLLOW-UP INTERVIEW  
GROUP II*Follow-up Interviews**Evaluation*

1st interview favorable, friendly touch; helped to choose activities. Critical on number of things—sensitive and slightly retiring.

Failed to uncover basic behavior patterns or interests. Did make friendly contact.

Desire for adventure as well as knowledge of American social and industrial conditions; dependent upon older brother.

Successful in making contact and finding activity interests. Failed in analysis.

Same as above except takes initiative instead of brother; more active and confident; didn't fence because Italian method was used. Rather scorned the idea.

Successful as above, but failed in locating relationship between brothers.

Quite enthusiastic over friendly atmosphere and many activities. 1st interview didn't get underneath at all.

Evidently helped much in making contacts and getting him into things. Failed in analysis.

1st interview failed even to make friendly contact. "Y" has been splendid—freedom to do things.

Failed even to get contact. No interests uncovered.

Interview helped in getting acquainted some. Did not get his confidence. Success in business and home his main interests.

Helped in contacts. Failed in getting confidence or interests.

Favorable—made him feel at home and opened up advantages. Didn't get at relationships or problems. Wants to be chemist or cartoonist.

Helped in contacts and activities. Did not get underneath to interests.

Seems to have sized up case very well.

No basis for judgment.

## GROUP II—(Continued)

<i>No. Initial Interview Record</i>	<i>Staff Observation</i>
11. Interests; baseball and banking. Reserved.	13. Bashful and shy (1)
12. Physical development and basketball. Deliberate.	8. Suggestible (1) 13. Bashful and shy (1)
13. Fencing, gymnastics. Rather queer case.	1. Unsocial—withdraws (3-4) 13. Bashful and shy (3-4) 14. Talks imaginatively (1-4)
14. Basketball—swimming. No problems.	13. Bashful and shy (1)
15. Record only in generalities.	13. Bashful and shy (1)
16. No record.	13. Bashful and shy (2-2)
17. Favorable. Desires physical exercise and complete his education.	8. Suggestible (1-2)
18. No record.	8. Suggestible (1)
19. Needs a position; reserved, care-free; interest in basketball.	4. Resentful (2-3) 9. Over-critical (2-3) 14. Selfish (2-3) 18. Stubborn (1-3)
20. Record very scanty.	1. Unsocial—withdraws (3-3) 2. Suspicious (1-3) 13. Bashful and shy (3-3)
21. No record.	8. Suggestible (1) 10. Over-sensitive (1) 13. Bashful and shy (1)
22. No record.	13. Bashful and shy (2)
23. No record.	13. Bashful (1) 4. Resentful (2-6) 7. Gives up (2-6) 9. Over-critical (6-6) 18. Selfish (4-6) 11. Domineers (6) 16. Talks imaginatively (4-6)
24. No record.	1. Unsocial, withdraws (2) 3. Acts depressed, unhappy (1-2)
25. No record.	13. Acts bashful (2) 19. Stubborn and contrary (1-2)

## GROUP II—(Continued)

*Follow-up Interviews**Evaluation*

Discovered "reserved" pattern.

Did not get very close to facts.

Desire for adventure. Hero is Douglas Fairbanks—reason for fencing interest. Withdrawing.

Failed to get at real interests at all. Did not understand the problem in any way.

Of little value.

No value.

No value.

Favorable contact and helped in checking activities. No analysis.

Did not seem to arrive at a very accurate interpretation. Based on impressions.

Did not get this boy at all.

## GROUP II—(Continued)

*No. Initial Interview Record*

26. Interested in learning American business methods, also to speak English better. Needs vocational help. Interview very favorable—friendly contact; slight inferiority.
27. No record.
28. Interests; athletics and boxing.
29. No record.

*Staff Observation*

8. Suggestible (1)
13. Acts bashful and shy (1-2)
8. Suggestible (1)
13. Acts bashful and shy (1)
19. Undependable (1)
13. Bashful and shy (1)

## GROUP III

1. Easily led, interested in aviation and physical education as a coach or director. Likes swimming, track, life saving.
2. Over-confident, domineering, conceited. Shows off by bragging about exploits. Superiority seems like a defense mechanism to cover up something. Acts like a bully.
3. Interested in aviation, attended Flying School until funds ran low. Cheerful and easy going. Interests: swimming and basketball.
4. Interested to finish his college course in engineering. Success. Wants exercise in basketball and swimming. Also sex information. Is married. Seeks approval.
5. Taking journalism and wants to be a "big shot" in this field. Very frank—likeable, appreciated interview.
6. Not satisfied with present work, wants to be a salesman. Interested in health, swimming, handball and rifle club. Wants friendship, both men and women. Wants to continue education. Rather impressionable.

1. Acts depressed; unhappy (1-6)
7. Gives up easily (1-6)
8. Suggestible (6-6)
9. Over-critical (1-6)
10. Over-sensitive, easily hurt (6-6)
16. Talks imaginatively (6-6)
17. Fidgets; acts nervous (6-6)
18. Acts stubborn (2-6)
19. Undependable (2-6)
9. Over-critical (4-5)
11. Domineers (4-5)
15. Gets angry easily (2-5)
17. Fidgets; acts nervous (1-5)
18. Acts stubborn—contrary (2-5)
8. Suggestible (1-2)
13. Bashful and shy (2-2)
- No negative qualities; regular and very social.
8. Suggestible (3-3)



GROUP II—(*Continued*)*Follow-up Interviews**Evaluation*

Fairly good analysis. Helpful in contacts and choosing activities.

Of very little value.

## GROUP III

Downhearted over his aviation experience. Hero athlete in H. S. Living on past glory, loves limelight. Entered "Y" college. Easily influenced, rather undependable, easily aroused.

Analysis only fair, helped him to get contacts and friendship, gave him hope.

Very helpful—let him know what to expect. Has become leader of a rough-house group, resentful of interference—domineering and bulldozes his way through until caught, then very meek.

Good analysis of behavior patterns and interests.

First interview created interest, made him feel at home. Did not get under interests, except flying.

Made partial analysis and made good friendly contacts.

Very helpful, sex education of untold help. Genuine friendship developed; opened wedge into "Y" activities.

A very good analysis of basic interests and activity interests.

Make friendly contact and gained confidence. Analysis rather superficial.

1st interview very favorable. Got him acquainted at once. Would like to live here later. Helped him to understand himself and what he is after. Lacks confidence but has persistence. Still somewhat introverted; wants recognition.

Very good analysis of interests and patterns. Made him feel at home. Has been most regular in attendance. Is making real progress.

## GROUP III—(Continued)

<i>No. Initial Interview Record</i>	<i>Staff Observation</i>
7. Shocky nerves troubling him. Checked gymnastics, handball; decidedly neurotic.	1. Unsocial; withdraws (2) 2. Acts suspicious of others (1-2) 3. Depressed, unhappy (2) 7. Gives up easily (1-2) 8. Suggestible (2) 10. Over-sensitive (2) 17. Fidgets; acts nervous (2) 20. Untruthful (2)
8. Dr. of Agriculture from Berlin trying to get a start in U. S. Wants to learn to speak English fluently. Desires friendship, companionship and vocational advice and help. Rather set.	1. Unsocial; withdraws (3-5) 2. Acts depressed (2-5) 9. Over-critical (1-5) 13. Bashful, shy (2-5) 18. Stubborn, contrary (2-5)
9. Wants a home while wife is in California. An artist, wants exercise in swimming and calisthenics. Pleased with attention and friendship.	1. Unsocial, withdraws (1)
10. Father dead; responsible for mother; wishes fellowship, exercise and vocational counsel. Lacks manly aggressiveness.	No negative qualities noticed.
11. Stopped H. S. after 3½ yrs. because he flunked subject making him ineligible to play basketball. Now sorry, wants to go back. Interest in leading boy's club, basketball, and swimming. Wish for superiority.	Impetuous and loses control in games but gets over it quickly.
12. No record.	1. Unsocial—withdraws (1) 8. Suggestible (1) 13. Bashful and shy (1)
13. No record.	1. Unsocial, withdraws (3-3) 8. Suggestible (2-3) 13. Bashful and shy (3-3) 17. Fidgets—acts nervous (1-3)
14. Resented membership payment plan. Irritable and unpleasant; over-critical. Volley ball main interest.	8. Suggestible (1)
15. Self-conscious over impediment in speech and trouble with left eye. Shy—hard to start talking. Needs exercise.	1. Unsocial, withdraws (1) 2. Acts suspicious of others (1) 10. Over-sensitive, easily hurt (1) 13. Bashful and shy (1)

## GROUP III—(Continued)

*Follow-up Interviews*

Suffering from severe stage of cerebral syphilis which causes his nervousness, lack of control of right leg, difficulty in speech. Had a fainting spell. Was at University of Chicago Clinic; now at Great Lakes Naval Hospital. Tried to cover up his disease.

Splendid reaction to first interview. Moved into residence and brought several friends. Uncovered basic interests quite well. Tends to be a little asocial, philosophic and dogmatic.

First interview gave fine impression of friendly interest. Got under interests but conditions did not permit participation. Main interest in artistic lithography.

Joined Young Men's Club. Interview pointed way but his work has stopped him from participation. Cancelled membership due to finances. Rather weak character.

*Evaluation*

Sensed something was wrong but could not locate trouble. Man very pleased with treatment at "Y" which helped him go to hospital. Probably saved him from hopeless paresis.

Made good analysis of interests and problems. Very much appreciated the fellowship and sympathetic approach.

Has made many friends, enjoyed stay as in a home. Appreciates the human atmosphere. Good analysis.

Analysis very good but program staff not able to benefit by information. Needed personal attention.

A fairly accurate analysis of patterns and interests.

No basis for judgment.

Observation disagrees with interview.

Behavior patterns analyzed unusually well,

## THE INTERESTS OF YOUNG MEN

## GROUP III—(Continued)

<i>No. Initial Interview Record</i>	<i>Staff Observation</i>
16. Persian Hot Tamale Vender. Main interest to reduce weight—extremely fat.	8. Suggestible (1)
17. H. S. basketball player—ill at ease, embarrassed. In "Y" mainly because of Ch. B. B. League. Too young for men's section.	8. Suggestible (1) 10. Over-sensitive (1) 13. Bashful and shy (1) 17. Fidgets, acts nervous (1)
18. Russian druggist—coming in to learn how to swim. Interested in gymnastics and Rifle Club. Rather uncommunicative; reserved.	1. Unsocial, withdraws (1)
19. Only activity interests recorded.	1. Unsocial, withdraws (1-6) 8. Suggestible (1-6) 13. Bashful, shy (4-6) 17. Fidgets, acts nervous (1-6)
20. Varsity Basket Ball team only activity interests recorded.	11. Domineers—superior (2-7) 18. Acts stubborn—contrary (2-7)
21. Here for winter exercise to balance golf in summer. Rather antagonistic to "Y" because of war record. Handball main interest.	9. Over-critical—fault-finding (1)
22. Discontented with his work. Needs further counseling. Athletic and Rifle Club.	13. Bashful and shy (1)
23. No record.	1. Unsocial, withdraws (1) 13. Bashful and shy (1)
24. No record.	15. Gets angry easily (2)
25. Dropped out of school for no real reason. Undecided. Here for basketball.	13. Bashful and shy (1)
26. Here to reduce weight—eats too much. Suspicious about questions on church. Cooperative.	1. Unsocial, withdraws (1) 8. Suggestible (1) 13. Bashful and shy (1)
27. No record.	13. Bashful and shy (1)
28. Needs more exercise. Taking up law but did not know reason why. Daydreams about success. Wide variety of athletic and cultural interests.	1. Suggestible (1)



GROUP III—(*Continued*)*Follow-up Interviews**Evaluation*

First interview uncovered real interest. He has taken off 25 lbs. and is most happy over results.

Sensed behavior patterns through actions. Too young for men's activities.

Uncovered main interest. Has learned how to swim. Still somewhat unsocial.

First interview did not attempt analysis of basic interests.

Becomes angry easily, domineers but gets over it quickly. Leader of the basketball group; very dependable.

Did not attempt analysis of either patterns or interests.

Good athlete; very self-confident; well-satisfied in handball.

Uncovered his real interests and attitudes as well. Adjustment being made satisfactorily.

Little basis for judgment.

No basis for judgment.

No basis for judgment.

Little basis for judgment. Probably accurate.

Uncovered his real interest and some behavior patterns. Fairly successful.

No basis for judgment.

Fairly good analysis.

## GROUP III—(Continued)

No. Initial Interview Record	Staff Observation
29. Interested in medicine, working as male nurse. Anxious to engage in many activities and render service such as lead a boys' club.	9. Over-critical (3-4) 11. Domineers—acts superior (4) 16. Talks imaginatively (2-4)
30. No interest in farming—so came to Chicago. Interested in checkers, in playing semi-pro baseball. Satisfied with present position.	19. Undependable (1)
31. Interested mainly in fencing, boxing and Rifle Club.	17. Fidgets, acts nervous (1)
32. Interested in the education of his children. Comes to "Y" for his health. Fear of sickness and financial insecurity worries him.	7. Gives up easily (1-3) 13. Acts bashful and shy (1-3)
33. Basketball league. No analysis.	2. Acts suspicious (1) 8. Suggestible (1) 12. Sullen and sulky (1) 18. Stubborn and contrary (1)
34. Has bad foot and wants to build it up through corrective gymnastics. Seeks opportunity for leadership.	18. Acts stubborn, contrary (1-3)
35. Comes in for exercise alone—to reduce weight.	Feels superior and does not want to mix with others.
36. Lost his position. College graduate in chemistry. Strong inferiority complex. Wants to get married but has no prospects. Came to "Y" with hope of getting a job. Very unstable emotionally.	Unsocial, backward Acts inferior Over-sensitive Seems depressed
37. Ambitious chap, taking night school in banking. Out for varsity basketball. Willing to coach or lead a boys' group. Interest in swimming, baseball.	19. Irresponsible (1)
38. No record.	13. Bashful and shy (1) Consistent in Ch. League
39. Does not get along with folks; brothers domineer over him. Fidgety and nervous—erratic. Wants to become a coach or physical director—needs a job to pay his way through school.	2. Acts suspicious (1) 3. Depressed, unhappy (1) 11. Domineers; acts superior (1) 16. Talks imaginatively (1)

GROUP III—(*Continued*)*Follow-up Interviews*

Rather queer and effeminate. Suspect he may be a pervert. Reads much; anxious to lead boys' group. Seeks recognition probably compensating for some inferiority.

*Evaluation*

Sensed some of the situation but did not analyze it well. Uncovered activity interests.

Little basis for judgment.

Uncovered activity interests but did not make analysis.

Fairly good analysis.

Crabs, criticizes and swears in games, holds grudges for a long time.

No analysis attempted.

Practicing to pass life-saving test. Regular attendant at Gymnastic class. Quick learner. Likes dances and church parties.

Fairly good analysis of interests—ambitious chap, making real progress at "Y".

Plays handball regularly with a friend. Is rather reserved.

Correct analysis as far as it goes.

A very good analysis of patterns and interests. Have been unable to help him much.

A good sport. Was made ineligible for Ch. League through no fault of his. Came to all games and boosted the team. A very good player and enjoyed recognition.

Fairly good analysis of interests and patterns.

No basis for judgment.

Good analysis of interests and patterns.

## GROUP III—(Continued)

<i>No. Initial Interview Record</i>	<i>Staff Observation</i>
40. No record.	13. Bashful and shy (2)
41. Came to reduce weight. Tries to be center of attention; always has friends he wants to show around. Quite verbose.	13. Bashful and shy (1-2)
42. No record.	5. Easily frightened (1-2) 8. Suggestible (1-2) 13. Bashful and shy (2-2)
43. Main interest is competitive swimming. Four years member Ill. Ath. Assoc. Recently married; interested in sex adjustment information.	No negative qualities.
44. Quit college because of dislike; was forced to attend; father wanted him to be a minister. Came in for exercise. No friends in city. Very introverted, withdrawing type; wants to exercise alone; depressed.	1. Unsocial (1) 2. Suspicious (1) 3. Depressed (1) 4. Resentful (4) 10. Over-sensitive (1) 13. Bashful (1) 17. Fidgets, acts nervous (1)
45. Only activity interests listed.	4. Resentful (1-4) 13. Bashful and shy (1-4)
46. Studying to be an architect. Interested in Ch. Basketball, life saving and swimming.	8. Suggestible (1)
47. German—studying English—very busy. Needs exercise. Wants to get acquainted with Americans. Wants fellowship with other Germans in building.	1. Unsocial, withdraws.
48. Needed exercise—indicated interest in calisthenics and swimming. Has had no experience in activities. Always has alibis for something.	4. Resentful (1) 7. Gives up easily (1) Caught cold easily, rather blamed the "Y" for it.
49. Erratic. Wants to make money to get married later. Lacks confidence in self; interested in vocational analysis. Emotionally unstable.	1. Unsocial, withdraws (1) 2. Suspicious of others (1) 6. Bullies, is cruel (1) 14. Is selfish (1)



GROUP III—(*Continued*)*Follow-up Interviews**Evaluation*

With brother very much who is the leader.

No basis for judgment.

Interview and observation do not agree  
Interview most accurate in this case.

Learned how to swim, should make good swimmer. Entered gymnastics but quit—did not like it.

No basis for judgment.

Now with Lake Shore Ath. Club; practicing at "Y"; expert swimmer; very willing to help others.

Fairly good analysis of interests. Have not helped him much except place to swim.

Very thorough analysis which resulted in complete change in his attitude and health. Becoming quite social—joining lodge and going with a girl.

Joined the rifle club—never came out, and resents being checked up on it. Doing well in swimming and much liked in Swim club. Very good at checkers.

No analysis attempted.

No basis for judgment.

Fair analysis of interests and patterns. Still self-conscious with Americans.

Fairly good analysis: "Y" cannot do much for him until he faces his problem.

Good analysis. Failed to take advantage of opportunity for further counseling. Seemed afraid of what might be revealed. Left the building after several months.

## GROUP III—(Continued)

*No. Initial Interview Record**Staff Observation*

- |  |                                  |
|--|----------------------------------|
| 50. No record.   | 8. Suggestible (1)               |
|  | 13. Bashful and shy (1)          |
| 51. No interest in physical activities, came here to live. Embarrassed at lack of education.           | 9. Over-critical (1)             |
| 52. Wants to follow his own inclination in exercising.   | 1. Unsocial, withdraws (2)       |
|  | 3. Depressed, unhappy (1-2)      |
|  | 9. Over-critical (1-2)           |
|  | 11. Domineers (1-2)              |
|  | 19. Undependable (1-2)           |
| 53. Handball and swimming, main interests. Police officer who tried to get by without paying any fees. | 4. Resentful (1)                 |
|  | 11. Domineers, acts superior (1) |

## GROUP IV

- |   |  |
|---|--|
| 1. No report.   |  |
| 2. Set in his ways, apparently quite well satisfied. Cares little for association with others and little interested in his own improvement. |  |
| 3. No report.   | Not known.   |
| 4. Seemingly satisfied, quiet and reserved, self-conscious, does not feel at home yet.  |  |
| 5. No report.   |  |
| 6. Quiet, reticent young man who has great possibilities but needs to develop his enthusiasm, drive and more initiative.                    | No negative qualities.   |
| 7. Wants to become athletic coach. Fine normal wholesome boy. Active executive type with little superiority complex.                        | 1. Resents interference (1)  |
|   | 15. Gets angry easily (1)  |
|   | Good player but temperamental, fine attitude off the basketball court. |

## GROUP III—(Continued)

*Follow-up Interviews**Evaluation*

No basis for judgment.

Fair analysis.

Went into handball tournament; downhearted at defeat. Won't fall in with others.

Sensed the difficulty but did not analyze it.

No real analysis attempted. Activity interests uncovered.

## GROUP IV

Rather introverted, likes to do things his way, be boss. Very happy at "Y" because no one interferes with him—ambitious.

No basis for judgment.

Interview made him feel at home; first experience rooming out. Quiet, withdrawing, few friends, outside "Y". Basic interest in work.

Didn't get at main basic interest. Enjoyed freedom of "Y"; helped him to feel at home. Fair analysis.

Interview favorable, helped him to adjust to "Y". Too busy to get into much activity. Interest in his job.

Poor analysis, no help in finding interests. Friendly contact, that is all.

Counselor explained things, introduced him to others, became a friend. Helped in activities, not in finding basic interests.

Didn't find interests or make any analysis. Friendly contact. Enthusiastic about "Y" as a place to live.

Interview helped him to understand himself, opened up new interests. Wants to be engineer.

Helped him to get contact. Some analysis. Very happy at "Y"; many acquaintances.

Advancement and success in his work chief interest, well integrated toward this goal. Interview was welcome gesture by "Y". To busy to enter activities.

Critical, well poised chap. Appreciated interview but it did not get very deep.

Only partially successful in analysis.

## GROUP IV—(Continued)

*No. Initial Interview Record**Staff Observation*

- |   |  |
|---|--|
| <p>8. Much interested in aviation. Trying to make money to take course.</p> <p>9. Quite nervous. Always hurrying through his work. Needs more participation in physical activity for relaxation and outlet of nervous energy.</p> <p>10. Would like to be a musician, banjo or guitar.</p> <p>11. No report.</p> <p>12. Overly suggestible, ambitious but poorly directed. Needs leadership and advice.</p> | <p>Has few close friends. Gives up easily. Never enters into social activities.</p> <p>11. Domineers, acts superior (1-2)<br/>Not a very masculine type (2)</p> <p>8. Suggestible (2)<br/>13. Bashful, shy (1-2)<br/>16. Talks imaginatively (1-2)<br/>17. Fidgets, acts nervous (1-2)</p> <p>8. Suggestible (1)<br/>9. Over-critical (1)<br/>10. Over-sensitive (1)<br/>11. Domineers (1)</p> <p>4. Resentful (1)<br/>11. Domineers (1)<br/>16. Talks imaginatively (1)</p> |
|---|--|

## GROUP V

- |  |  |
|--|--|
| <p>1. Rather extrovert. Broad range of interests and achievement. Conflict between detailed work and directing people. Personally needs integration.</p> <p>2. Success in work main interest. Wishes to make enough money to get married. Quite normal.</p> <p>3. Comes from rural community to study cooperative organization. Little time for participation in activities. Introverted, self-conscious, seeks approval and friendship, also desires security.</p> <p>4. Man of 45. Lost his wife after 20 years of marriage. She was of dominant type. Gave up his friends when married. Feels hopelessly lost. Health bad, physical and mental. Needs fellowship, activity and feeling of self-confidence to substitute for his loss.</p> | <p>Sec. report no negative qualities (4)</p> <p>Unknown probably because he plays handball mostly.</p> <p>Sec. report—no checks (1)</p> <p>Sec. report—no checks (4)</p> |
|--|--|



## GROUP IV—(Continued)

*Follow-up Interviews*

Aviation his one goal—gets thrill, wants to make it life work. Interview helped him get the spirit of the "Y", made him feel at home.

*Evaluation*

Too busy to get into many activities. Main interest discovered, no analysis made.

Analysis partially right. Made him feel at home and helped him understand himself better.

No analysis made. Helped in making contact.

No basis for judgment.

Analysis partially successful.

## GROUP V

Essential same as initial interview. Has sought satisfaction for desire to direct people by leading group of boys and serving in voluntary groups. Work in detail.

Engaging in several activities but mainly handball. Interview helped to reveal deeper interests—but too busy with work.

Made him feel at home at once. Got at real interests and problems. Has a lame leg which makes it hard to enter into sports. Success in stock market his main ambition. Too tired at night to do much else.

New interest in life—exercise, friends, new activities have done their work. Feels better physically and mentally. Interview started the process.

A very good analysis much appreciated by member. Is making progress.

Satisfactory in light of man's lack of time. Getting what he came for.

A successful analysis but "Y" is not equipped to give personal attention to cases like this. Is enthusiastic about his stay here.

Very successful analysis and cooperation of program staff help in a very successful treatment.

## GROUP V—(Continued)

No. Initial Interview Record	Staff Observation
5. Ambition to be a great athlete. Especially wants to be a boss or president of his concern. Would fire present bosses. A number of interests but little skill. Self-conscious, seems to be compensating for inferiority of some kind.	2. Acts suspicious (1) 12. Sullen and sulky.
6. Limited education leaving a sense of marked inferiority. Difficulty with home, only person he cares for in the world is a younger sister. Lonely, feels persecuted; needs friends, confidence and more respect for himself.	1. Unsocial, withdraws (1-5) 3. Depressed, unhappy (1-5) 8. Suggestible (1-5) 10. Over-sensitive (2-5) 12. Sullen, sulky (5-5) 13. Bashful, shy (5-5) 14. Selfish (Opposite) 17. Fidgets, acts nervous (1-5)
7. Attempting to get work; not adept in filling in Finder. Older man—not interested in sports. Not exactly truthful trying to give too good an impression.	11. Domineers (1) 16. Talks imaginatively (1) 19. Undependable (1)
8. Would like to be leader of a jazz band and write jazz music. Lacks self-confidence. Home background depressing—nagging against newer moral standards. Father died forcing him to leave second year in H. S. Married at 20, child 1½ yrs. old—divorced—hyper-sexual. Broke, disheartened, pities self. Main difficulty lack of stamina and desire to struggle. Very weak character.	3. Acts depressed (1-3) 7. Gives up easily (1-3) 8. Suggestible (1-3) 16. Talks imaginatively (2-3)
9. Has worked since 13 years old. Supported family until they have taken his help for granted even when able to take care of themselves. Leaving home to be on his own. Feels independent. Wants experience, travel. Achievement very meager. Starting life anew at the "Y".	10. Over-sensitive (1-3) 13. Bashful and shy (3-3)
10. Daydreams about business success; of being independently wealthy. Is in packing industry and happy in it. Some inferiority feeling due to associating always with older group. Made him slightly introverted. Really quite a superior chap with exceptional capacity.	No negative checks

## GROUP V—(Continued)

*Follow-up Interviews**Evaluation*

None.

Fairly good analysis.

Interview gave him entirely new idea of himself and his problems. Uncovered his basic interests. Still somewhat introverted, self-conscious and inferior but making marked progress. Has come in frequently to report gains.

Exceptional analysis and diagnosis which was correct in most details. Therapeutics especially effective. You would hardly recognize the same boy, clean in appearance, more confidence and respect for himself.

None.

Evidently a fair analysis.

First interview gave him confidence and sense of rest. Got underneath his real problems and uncovered his basic interests. Gave him courage to face life. Revealed himself to himself. Still wants to write songs, has joined another chap. Has stopped worrying, has more confidence, inferiority lessening. Paid all his debts.

A very thorough analysis with considerable success in treatment. Very little background of worthwhile experience or values to build on. Doubtful of ultimate outcome due to lack of reserves to draw on in time of trouble.

Interview made him feel at home at once. Health much improved—reduced in weight. Feels much more independent, made some good friends and has taken a trip to Florida.

Good analysis. Rather meager background and intelligence, but making real progress in gaining his own self-respect and independence. Is having a sort of delayed adolescence at the "Y".

Interview broke the ice, made him look at himself, gave him insights he had never had before. Uncovered his deeper interests. Very much pleased with the personal, friendly contacts with the secretaries. Thought "Y" more of a commercial proposition. Is making progress in getting away from introverted attitude. Participating frequently and enjoying it.

Very thorough analysis and diagnosis leading to excellent results. Good case of intelligent young man, capable of understanding and benefiting by such a process. A potential leader of great promise.

## GROUP V—(Continued)

<i>No. Initial Interview Record</i>	<i>Staff Observation</i>
11. Very imaginative—claimed to have been in movies on the coast and doubled for Al Jolson. Also member of national fraternity, etc. Mother and father separated. Home now broken up so wants to live at the "Y". Trained for stenography but gave it up as girl's work. Has many interests but participates in only detective stories and has no skills. No achievements in life except in phantasy.	1. Unsocial (1) 2. Suspicious of others (1) 3. Resentful (1) 9. Over-critical, fault-finding (1) 11. Domineers, acts superior (1) 16. Talks imaginatively (1) 17. Fidgets, acts nervously (1) 18. Stubborn, contrary (1) 19. Undependable, irresponsible (1)
12. Wants to be a big chemist. Looks like a compensation for a slight inferiority due to early training in the home where most decisions were made for him. Lacks self-confidence.	13. Bashful and shy (1)
13. Goes to Night School to complete education which he feels necessary for his success. Comes here mainly for exercise in any form.	13. Bashful and shy (1)
14. Would like above all things to get into some form of social work. Is very self-conscious, slightly inferior and tends toward dreaming of doing things rather than actually doing them. Only one check on participation and none on skill. Introverted—desires recognition and approval which he thinks he can get in social work.	13. Bashful and shy (1-3) 17. Fidgets, acts nervous (3-3)
15. Seems affected—little education and limited reading. Strong dislikes. Comes here chiefly for exercise but recognizes his needs along other lines.	4. Resentful (1) 13. Bashful and shy (1)
16. Wants to become a professional baseball player. Interested in many things but feels himself inferior. Needs more self-confidence. Strong desire for recognition. Appreciated interview which gave him a new view of himself.	2. Suspicious (1) 13. Bashful and shy (1)



## GROUP V—(Continued)

*Follow-up Interviews*

Lost his job and has been unable or indifferent about finding another. Didn't keep mind on his work. Paid nothing on room rent for a month. Lived off of several other men. Now with his brother. Resents "Y" writing his mother. Basic wish for recognition and superiority which he satisfies by phantasy and daydreaming. Feels persecuted—world won't give him a chance. Decidedly paranoid in a rather advanced stage.

None.

None.

Acts very shy in a group, hard to get him to take part.

Is in the Dramatic Club and quite active. Left home and went East for a short time. Folks very much worried over him and asked whether we had heard from him. He felt that he had made a big fool of himself and was very sorry. Night work at office keeps him busy.

None.

*Evaluation*

First analysis sensed the real difficulty but could not get enough evidence to make an analysis. An extreme psychopathic case which requires hospitalization for effective treatment.

Little basis for judgment. Partial agreement.

Little basis for judgment.

Analysis apparently correct. Is making some progress and becoming a little more social.

Interview sensed some of the difficulties but did not make a good analysis.

Fairly good analysis but little follow-up evidence to substantiate it.

## GROUP V:—(Continued)

*No. Initial Interview Record**Staff Observation*

- |  |   |
|--|---|
| 17. Likes his work. Only 8 grades in school. Would like to be a mining engineer but does not have the educational background. Interested mainly in health. Timid and retiring—needs encouragement.   | 13. Bashful and shy (1-2)   |
| 18. Came in with two friends. Few skills. More interested in books than people. Everything seems confused and unreal, which he showed in his actions. His friends were with him so we could not have a very good interview.  | 1. Unsocial (2)<br>5. Easily frightened (2)<br>10. Over-sensitive, easily hurt (2)<br>13. Acts bashful, shy (2)   |
| 19. Daydreams about promotion in express line. 15 years in the navy. Lived with mother for many years. She died several months ago and he is completely lost and broken-hearted. Unmarried, completely dependent upon mother and navy. No skills in anything. Takes his solace out in drink once in a while. | 8. Suggestible (1-3)<br>13. Bashful—shy (2-3)<br>16. Talks imaginatively (2-3)<br>19. Undependable (3-3)<br>20. Untruthful (1-3)  |
| 20. Aviation his ambition. Strong inferiority feeling due to parents' early domination. Few skills and many dislikes. Needs confidence.  | 2. Suspicious (1)<br>4. Resentful (1)<br>8. Suggestible (1)<br>9. Over-critical (1)<br>11. Domineers (1)<br>12. Sullen and sulky (1)<br>14. Selfish (1)<br>18. Stubborn (1) |
| 21. Slow thinking and acting. Little education. Many dislikes of people. Self-conscious. Friends were with him—no real interview was possible.   | 1. Unsocial (2)<br>2. Suspicious (2)<br>4. Resentful (2)<br>7. Gives up easily (2)<br>13. Bashful and shy (2)<br>19. Undependable (1-2)                                     |
| 22. Induced to join by a friend not showing much ability in filling out this blank.  | Unknown   |
| 23. Rather satisfied—indifferent. No real interests or dominant purposes. Needs a real shock to wake him up.   | 4. Resentful (1)<br>8. Suggestible (1)<br>13. Bashful and shy (1)<br>16. Talks imaginatively (1)  |
| 24. A very extended interview which led to a series of follow-ups that has developed into a long case record. This will be reported at length in Chapter VI on Implications.   |   |

## GROUP V—(Continued)

*Follow-up Interviews**Evaluation*

None.

Too little evidence for judgment. Partial agreement.

Sensed some difficulties but did not have opportunity to analyze them well.

We secured him a job as night watchman but he lost it due to his drinking. Would not admit the reason. Ashamed to face the secretaries and finally left the building. Lived mostly on some sailor's compensation.

A very thorough analysis of both behavior patterns and basic interests. Difficult case at his age and we did not do very much for him.

None.

Only a fair analysis, probably did not get beneath all of his difficulties.

None.

As well as could be expected under the situation. Very hard to get results when others are in the room.

None.

No real analysis or uncovering of even activity interests.

None.

A fairly accurate analysis. Difficult case to interview. Unusual experience or misfortune necessary to help him.

Several.

A most successful analysis and diagnosis with startling therapeutic results which will be reported in Chap. VI.

Essentially, then, conclusions from the appraisal of these data agree with those arrived at previously, namely: that secretarial personnel is more effective than lay personnel, that the clinical method is somewhat more effective than the free approach, and thirdly, that the secretarial personnel using the clinical method is the most effective of the procedures experimented with in this study.

#### EVALUATION OF COUNSELORS

Another method of appraising results is to get the unbiased opinions of those who have actually experienced the process which is being evaluated. No group should be more competent to give valid judgment than the counselors who conducted the interviewing procedures. None of these men had anything to gain or lose, one way or another, by giving any but their frank appraisal of their experience. That they have been thus disinterested is very evident from their suggestions and criticisms. The experience with lay counselors in this experiment is probably little different from what would be met with in most Associations except that more attention was given to their training and supervision than is usually the case. Generally it is a safe rule to assume that no lay worker of any kind will be effective nor will continue to serve for a very long period of time, unless the service which he is rendering or attempting to render is giving him some rather basic satisfaction. In other words, the voluntary worker is motivated by the same kinds of basic interests as is the member whom he is attempting to serve. Whether this fundamental interest be the opportunity to show superiority, gain approval or recognition or what not, some basic wish or tendency or tendencies are present, seeking satisfaction. It will be well to keep this point in mind as one reads through the following reports from the counselors which they gave in willing response to the questions put to them by the experimenter.

The data from the counselors will be treated in three divisions: first, the lay counselors using the free interview method; second, the lay counselors using the clinical interview method; and third, the secretarial counselors using both methods. Inasmuch as the same secretarial personnel functioned in both instances, it afforded a fine opportunity of comparing both methods by persons who had used both. The free interview was used with Group III during the months of October and November while the clinical interview was used from December through the month of February. In this way



the two methods were kept quite distinct and did not influence each other except as they gained further experience in interviewing during the first two months. The clinical interview procedure however was so new and so different that there is little reason to believe there could have been much carry over or transfer from the earlier experience.

#### A. COMMENTS OF LAY COUNSELORS USING THE FREE INTERVIEW METHOD

Some applicants did not feel need of counseling and resented any prying into their affairs.....	1*
Didn't gain the confidence of members who were more experienced and mature than the counselors.....	2
Would rather resent personally any one attempting to counsel me	1
For many members no need of counseling.....	1
Younger men just in from the country probably need it.....	1
No difficulty; easy to get contacts.....	2
Attitude very cordial, men were pleased with the interview. Established friendly feeling, made them feel at home in the "Y".....	4
Gave them information about the "Y" generally but Englewood in particular.....	2
Sought to find out what brought them here. Generally residence and athletics.....	1
Lack of experience, training and skill made it impossible to make any psychological analysis or to get at the basic underlying interests.....	5
Didn't do them much good.....	1
Analysis and diagnosis too difficult and technical for the untrained layman.....	4
Real benefit to all of them. Helped them to analyze themselves	1
Didn't give any advice.....	1
Helped them to realize that others were interested in them. They appreciated this attention.....	1
They need to have a regular follow up but I found it impossible to do it myself.....	1
Felt inferior to many of the members interviewed.....	1
Didn't accomplish anything; just wasted time.....	1
Made friendly approach to about half of them, but to the others not.....	2
Did some good to two men but largely because it gave them a	

\* Numbers on right side refer to the number of secretaries agreeing on comments expressed.

chance to talk about themselves. I was very much interested in their experiences and learned much more than they did	1
Helped me as a salesman, to talk more intelligently. Realize value personally of this experience.....	1
Secured a check on the definite activity interests of the men....	1
Found that I needed counseling more than the new members did	1

#### B. COMMENTS BY THE LAY COUNSELORS USING THE CLINICAL INTERVIEW METHOD

Have not seen any of the men since I interviewed them. None seemed to need particular further attention. Perfectly normal cases. Knew just what they wanted.....	1
Easy to gain contact. They were friendly and very frank. Filled out the Interest Finder willingly. It seemed to interest them	1
Interest Finder gave me a general slant on the cultural side....	1
Interest Finder very complete. Helped break the ice—opened up clues, gave confidence in the counselor.....	1
Interest Finder aroused curiosity and interest, got at the heart of the difficulties quicker.....	1
Felt unable to analyze except in two cases where we got right at the heart of the problem.....	1
Interview established confidence and friendship.....	2
Helped the men to choose their activities wisely and get right into them without delay.....	1
Inexperience in counseling was a handicap.....	1
Failed to get at the basic interests.....	1
Experience in counseling very worthwhile personally. Have used it to good advantage in my own business since.....	2
Very convinced of the values of counseling.....	1
Made the way easy for men to get the facts and correct erroneous ideas—broke the ice; created friendly spirit.....	1
Interest Finder gave fine openings—things to talk about; gave important clues to difficulties. Gave me more confidence in myself and gave men more confidence in me.....	2
Was unable to interpret the blank adequately. This needs more experience and skill and scientific background. I would much rather interview with the blank.....	2
No difficulty in getting them to fill out the blank or getting them to talk. Filling out the blank was a good preparation for the interview. They asked many questions about it which furnished good leads. The blank focuses attention on the member and prevents the counselor talking too much.....	2
Helps men to choose their activities wisely. Ties the member right into the "Y" program.....	3

## C. COMMENTS BY SECRETARIAL COUNSELORS

When a member filled out an Interest Finder and came in for an interview, it almost always led to confidence and to the story of his life. It broke the ice. This occurred much more frequently with the use of the Finder than without it. It helped you locate the incidents in proper perspective. It saves much time in getting at the essentials in the life story that are most confidential.

The Finder gives a truer story. The men are very careful in filling it out. They are nearly always much surprised when the analysis of the blank is made. It changes the attitude of the men toward the "Y" for attempting such a process. The novelty of the blank is a big factor.

Certain changes in the blank evidently would adapt it to "Y" conditions better. More activities in the program of the "Y" could be substituted for some on the first page.

The Finder helps the interviewer to arrive at an analysis and diagnosis in each case which often did not happen at all with the free method.

It gives an objective record of a man which was not procurable by the other method except through hours of interviewing.

As a general rule the checks proved to be very reliable. Any attempt to fake the blank was very evident and showed up in the interview. The interview validated the blank.

Interviewing is by far more effective by means of the blank.

Motivation necessary to use the blank properly. Men must know what the purpose of the blank is.

If nothing else is done except to fill out the blank that experience itself is worth while because a man must think of his past experience critically to fill it out well.

Interviewing must obviously be sympathetic and human and not routine. More effective with the blank.

Gives a basis on which to work.

Much more complete and inclusive than without it.

Best way of creating confidence in the personnel of the "Y" itself. Gives the process a professional aspect.

Provides excellent means for subsequent examination to see how the member's interests have changed after being in the Y M C A for some months. It can be used as a growth index.

It has fine training possibilities for interviewers.

It provides a record which can be studied at any time later when the member is not present.

By substituting the actual program of activities of the "Y," for the amusements listed in Section I of the Finder we can get a man's reaction to our whole program which can be the best possible basis



for helping choose those activities in which he can get the best satisfaction.

The blank together with the analysis of it, gives to most men the first complete picture of themselves that they have ever had. It is a revelation which helps them see themselves as others see them. It helps them to straighten out their own thinking about themselves and therefore look at themselves objectively. It starts a process of self-analysis which helps them to help themselves.

When properly filled out and analyzed, the Finder gives the member a new attitude toward the activities in which he engages. They cease to be ends in themselves but means toward his achievement of certain deeper goals or interests. He becomes more intelligent about what he does so that his activities may increasingly contribute toward certain desired ends.

#### D. SUMMARY OF COMMENTS

From the standpoint of satisfactions received, the counselors of Group II were apparently far less fortunate than those of Group IV. The latter group were without exception more enthusiastic about the procedure. They felt that the Interest Finder gave them a certain prestige and something from which to work. The free interview method left the counselor entirely on his own resources which in most cases were very meager, in spite of the training and reading which were given him. This appraisal furnishes the explanation of the poor showing of Group II in Table XVII on page 73. Thirty-six per cent did not even report their results and sixteen per cent of the cases show antagonism or indifference. Only twenty-one per cent of the cases report winning the confidence of the members and only two per cent achieved any real analyses of basic interests. The results on these two techniques, then, validate themselves in a remarkable degree. There seems to be almost unanimous agreement on the part of both groups of counselors that the higher levels of counseling demand technically trained and experienced personnel to produce the desired results. Many of them appreciate the experience and training for their own personal benefit. In fact a number of them have remarked that the counseling procedure has done them much more good than it did the members counseled.

It seems quite clear, therefore, that from the standpoint of the lay counselors themselves the clinical interview method is more satisfactory than the free method and produces even with untrained men better and more permanent results.

There is no doubt in the minds of any of the secretarial coun-



selors but that the clinical interview method is far superior, from almost every angle. Several of them had an opportunity of further verifying this conclusion after the experimental counseling was over on March 1st. In a number of cases, no effort was made to have the new member fill out the Interest Finder, so the interview proceeded according to the free method. The difference in quality or level was immediately noticeable.

Therefore it is also clear that secretaries who have used both methods impartially very decidedly prefer the clinical interview to the free interview method. Both untrained and comparatively trained counselors agree on this point, which seems to indicate a judgment in favor of the effectiveness of the clinical interview over the free interview as far as method is concerned. It is equally evident that from the standpoint of personnel more technically trained and experienced men who are specializing in counseling are more effective in whatever method or technique they may choose. The correlative statement is also true, that trained secretarial counselors using the clinical interview method provide the most effective and satisfactory method of uncovering the interests of applicants for membership in the Young Men's Christian Association.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### VALIDITY OF OUR CONCEPT OF INTEREST

WE started our research project with certain assumptions about the nature and function of interest. Very often the basic assumptions are expounded, employed throughout the experiment, and thereafter taken for granted without any further evidences being produced as to their validity. This has been especially true in the field of character testing, where too often the results of the experiment or research had little or nothing to contribute to a better understanding of the concepts with which the project sought to experiment. We feel, on the contrary, that this experiment has produced evidences in confirmation of the assumptions about interest with which we began.

It will be remembered that our concept of interest was defined as "a fundamental tendency for which an individual seeks satisfaction from selected objects in his environment." It was to be considered as most basic or fundamental when it determined the relationship of the total self toward any particular portions of or factors in that environment. Its objective or activity phase was expressed when this tendency selected certain objects as its means or instruments for attainment or achievement.

Many exemplifications of the ways in which this operates could be furnished. A few instances will do to illustrate the point:

1. An instructor reports an unusual interest in gymnastics which he was asked to investigate rather closely for its source. He reported that a number of these men served as life guards on the bathing beaches in the summer and were learning all these difficult tumbling and gymnastic feats in order to impress and astound their friends, particularly the fair sex, with their prowess and skill. Needless to surmise that the scene for gymnastics shifted from the gymnasium to the beach as soon as the weather permitted. In this case we find men willing to go through intensive and persistent training to achieve

satisfaction of the basic interests of approval, recognition, superiority, and sex.

2. The secretary in supervision of the Church Basket Ball League reports that opening these games to the public furnishes the main motivation for many players. He cited numerous instances of men constantly playing to certain groups of friends as spectators. One particularly amusing situation was reported where a player had done very badly and was almost removed from the game. This was not recognized by either his girl friend or himself, for she remarked as they went out, "You were just wonderful, you played the best game on the floor."

3. A man came into the swimming pool one day and remarked to the instructor, "I want to learn how to swim in two weeks." Upon further questioning about this rather unusual request, the instructor discovered that this member had a particular girl friend who was a very good swimmer. She was spending her summer in a cottage on one of the nearby lakes. In two weeks his vacation, which he was planning on spending at the same place, was due. Hence his pressing interest in swimming. He must learn how to swim if he were to appear well in her eyes and those of her group. An activity which he had dreaded and postponed for years suddenly became a means toward a much desired end and with this motivation there is little wonder that he actually succeeded in learning to swim in two weeks' time.

4. One more instance will suffice. A young Polish man came in one evening with a big black eye which he called his "souvenir." His first questions were around the possibilities of exercise and learning how to box. His story was that he had just been beaten up in an affair of honor by a member of his gang whom he had severely trounced two years previously. This was an indication that he was not in good condition physically; so he came to the "Y" to get back into trim for the inevitable fight ahead of him. What this simple beginning developed into later will be told in the next chapter. Who knows to what ends some of our "Y" activities are aimed if we only knew the motivations back of them?

The use of the Interest Finder in interviewing has shown that there is a direct relationship between a person's participation in activities and his underlying or fundamental interests. A careful analysis of the former is an effective method for uncovering the latter. Such an analysis and diagnosis is absolutely essential if we are to be able to guide a man intelligently in the choice of any worth

while experience in new activities. Professors Hartshorne and May have indirectly assumed this very position in their conclusions from their extensive researches into character organization. One or two short quotations will illustrate this point:

These hints as to the origin of deceptive behavior are amply borne out by a number of facts. For one thing, boys and girls differ in deceptiveness precisely at the points where they differ also in *motives* for deception, *i.e.*, in what can be gained by it. . . .

Again:

Inasmuch as wide individual differences occur in achieved ability along any one line of social behavior and also in the degree of integration achieved, no intelligent steps toward the organization of a program of character education can be taken without preliminary diagnosis of the present tendencies or weaknesses of each child.

Again:

Hence the type of experience which brings "satisfaction" must include not only creature comforts and ambitions, but also and more primarily the more permanent expanding interests which lead to mental and social growth.<sup>1</sup>

These investigators have been concerned with studying the nature of the various types of patterns of behavior or conduct and only by inference have they dealt with the underlying motives and interests back of this behavior.

Another and quite pragmatic type of evidence was furnished by the statistical evidence that where the basic interests were analyzed and a program of activity outlined to meet them, the members actually did become fully paid up members in greater numbers and participated to a greater extent in the activities which were chosen.<sup>2</sup>

Therefore we have evidence from a number of studies of cases; from the study of the interview process itself; and from the gross results of financial and program participation, that our concept of interest is essentially valid.

#### AN EXPERIMENT IN THE SOCIAL PROCESS

We have assumed from the outset, that the best experimentation in the social sciences should be done in the midst of everyday, ongoing experience of social living. This means that certain forms of

<sup>1</sup> Hartshorne and May, *Studies in the Organization of Character* (New York: The Macmillan Co., 1930), pp. 372-379.

<sup>2</sup> See p. 66.



practical research should become a function of the program operation of existing institutions instead of being isolated from the stream of life as it is being lived in them. This has been an essential characteristic of this particular project from its inception. All the techniques and procedures have grown out of or have been adapted to the necessities of the immediate social situation in which they have been conducted. The reader must be the judge as to whether the controls were sufficient to call the results scientifically reliable and valid. The conclusions to be drawn from the data resulting from varying techniques and modes of treatment are all in essential agreement. The local Association staff and committees have regarded it from the beginning as a regular feature of the program. The total situation has remained normal, in fact so much so that the members or even the lay counselors were not aware of the fact that an experiment was in process until it was over as far as they were concerned. New methods and principles underlying program operation have evolved which will be discussed in the next chapter. Such a result should be the normal expectancy of any effective piece of research in an institution like this.

It seems fair to conclude from our data and the experience of all those who have participated that genuine applied research can be conducted within the ongoing operation of a social institution without dominating, greatly altering, or diverting the normal situation in which it exists.

#### THE ORGANIZATION AND PROCEDURES OF THE EXPERIMENT

The choice of the equivalent-groups method proved to be valid for this experiment. Its adaptation to defined classes or aggregates of persons who are not sociologically classified as groups opens up possibilities for similar problems in social experimentation. The results of the equation process prove clearly that factors entering into program operation, such as methods of admission of members, can be relatively controlled and held relatively constant if the situation is properly understood and the personnel properly trained.

The double experimental procedure by which two variables were included in the same research project, although somewhat difficult, seems to have been successful and more conclusive than two separate projects dealing with each variable independently would have been. The recent emphasis on cooperative research recognizes this necessity of studying as many aspects as possible of the whole situation if a true picture is to be secured.

The combination of a statistical as well as of a descriptive analytical treatment of the data seems to have demonstrated a very definite relationship between two ways of interpretation which too often have been considered opposed to each other. Some researchers have held that nothing but quantitative results were capable of being treated scientifically while others have contended that scientific method is not limited to quantity. In fact, some have questioned whether statistical treatment actually describes the real objective facts of any situation. Certainly the essential agreement in results secured by such opposite methods of treatment constitutes reliable evidence of a close relationship between them and incidentally makes the results themselves more convincing.

#### THE IMMEDIATE RESULTS OF THE EXPERIMENT

##### *A. Quantitative*

1. The data on cancellations show very clearly that so far as membership in the organization is concerned, secretarial counseling by the clinical interview method is the most adequate. Lay counseling by the same method has the next highest percentage of members and this is followed by secretarial counseling (free interview), lay counseling (free interview) and the least effective of all, the customary method of taking members in without any counseling at all.<sup>3</sup> The lay clinical counseling method, however, had too few cases to warrant drawing conclusions. It seems that secretarial counseling is much more effective from the standpoint of number of paid up memberships than lay counseling. The clinical method also is superior to the free interview method.

2. Secretarial counseling is also proved superior to lay counseling in the percentage of activities which men enter as compared with the number which they say they will engage in. All the experimental groups are much superior to the control group in this respect. There seems to be little difference from the standpoint of method in this respect except for a slightly higher percentage for the secretarial free interview, which may be influenced by other factors such as a let down in some program operations.

Virtually the same degree and order of superiority was discovered in respect to participation in activities as for permanency of membership except for the lay counselors (clinical method) who dropped to fourth place.<sup>4</sup>

<sup>3</sup> P. 17.

<sup>4</sup> See p. 66.

As far as the number of members known by the program secretaries is concerned, there appears to be a decided advantage for the secretarial personnel but not much difference as far as method is concerned.

The data on levels on which counseling was conducted shows a decided superiority of the secretarial personnel and a substantial superiority of the clinical interview method.

The summary of results of the statistical treatment of the data, then, would be as follows:

1. The superiority of all the experimental groups employing any interview procedure over the control group in which no counseling took place.
2. The unquestioned superiority of the secretarial personnel over the lay personnel in both methods.
3. A decided superiority of the clinical interview method over the free interview method.
4. The most adequate procedure is that which combines a secretarial personnel with the clinical interview method.

It should be granted that these differences may be due in part to unknown differences in the groups which are not accounted for by the process of equation.

#### *B. Qualitative and Descriptive*

1. A listing of ninety-seven different interests resulted from a study of the interview records. In range and number, the secretarially counseled groups uncovered the most interests. The groups using the clinical interview were slightly more effective.

In the nature of interests uncovered the secretarial were undoubtedly more effective than the lay counselors and the clinical interview method is more effective than the free interview method.

2. An intensive study of comparisons between the data secured by means of the initial interviews, staff observations, and return interviews on a limited (but unselected) number of members, reveals again, an even more pronounced superiority of secretarial counseling and also of the clinical interview method.

3. A study of the rather matured and critical judgments of the counselors who participated in the process, both lay and secretarial, resulted as follows:

a. The lay counselors, in general, feel that they were able to make friendly contacts with the new men and help them to feel at home. In most cases they also were able to help them select their



activities more intelligently. Several of the counselors were very dubious as to what had been accomplished, although they recognized the help which they had received personally from the experience. In very few instances did they feel that they had been able to make any sort of analysis of behavior patterns of basic interests, which they, one and all, felt was too technical a process for untrained laymen to attempt.

b. The lay counselors using the clinical interview method were more optimistic over their results and with one accord preferred using some such instrument as the Interest Finder which gave them confidence in themselves and seemed to breed confidence of the members in them. This method seemed to give them a base from which to start and in a few cases resulted in fairly adequate analyses.

c. The secretaries who used both methods at two different stages of the experiment were unanimous in favor of the clinical interview method which, even in the hands of more experienced counselors, improved their effectiveness as interviewers.

d. Another point which should be taken into consideration in any final appraisal of results is that which deals with the efficiency of operation. The experiment was purposely set up to be readily adjustable as far as personnel was concerned. The number of cases in each of the experimental groups is a very important index as far as practicability is concerned. The largest number of members come into the Association in the Fall months, which explains the difference in number between the earlier and the later groups. But in each case the secretarial groups outnumber the lay groups almost two to one. This is due primarily to the irregularity and undependability of the lay counselors to keep their appointments. Some were more regular than others. This condition meant that the bulk of the interviewing fell upon the secretaries in the absence of the lay counselors. If the counseling program had been solely dependent upon lay counselors it would have broken down. This is a most important factor in judging the effectiveness in the various methods. No blame or censure is to be attached to the lay counselors for their failures. This was an experiment to discover the relative effectiveness of various methods. We gave them every opportunity to function and the results were only partially successful. Facts are facts, and this is one of the facts that we discovered. As a means of personal advancement and training in the study of personality, lay counseling was quite successful. As a method of interviewing and counseling new applicants with the purpose of helping them to adjust them-



selves to changing social situations, it was relatively unsuccessful as compared with secretarial counseling.

The conclusions from the descriptive treatment are essentially the same as for the statistical treatment. They emphasize, if anything, the superiority of both the secretarial personnel over the lay personnel, and the clinical interview over the free interview method. It should be borne in mind, in addition to what has been said about lay counseling, that ineffective as it is, it is still much superior to no counseling at all, and can render some very definite services to the Association program. It also can occupy a very definite place in a counseling procedure which is based primarily upon trained secretarial personnel; but this will be discussed in the next chapter.

Another conclusion, which may eventually prove to be the most important of all, is that an instrument in the form of our Interest Finder was developed which was proved statistically reliable and valid. This Finder, when used as a basis for diagnosis and analysis, served as an effective instrument for discovery of basic interests. It has several other uses in program building, the discussion of which must be reserved for the following chapter.

## CHAPTER V

### SUGGESTIONS FOR RELIGIOUS EDUCATION

THE discussion in this chapter is written primarily with the Young Men's Christian Association in mind, inasmuch as this organization has furnished the setting, the personnel, and the financial means whereby the experiment has come to a fruitful completion. Most of the references are necessarily to materials in the preceding chapters. Some new matter is introduced by way of illustration; but it, too, has come out of the study itself. In fact, so much information which is of fundamental importance to the Association in gaining newer insights into the nature and function of its program operation, that was not pertinent to the project from a technical standpoint, has emerged that it was deemed wiser to include it in a chapter by itself. Technically, then, this chapter is an addendum which is included only for the sake of the Association and other similar organizations interested in religious education which are seeking for ways of bettering their practices and improving their theory. With this aim in mind we venture to suggest certain implications for both the philosophy and the program of religious education which have arisen during the course of this experimental project.

#### A. FOR THE PHILOSOPHY OF RELIGIOUS EDUCATION

1. The first suggestion is the emphasis which should be placed upon members as persons rather than the current emphasis on activities or subject-matter or skills. Many changes have occurred in the history of the Association in its methods of dealing with its members. We know how the earlier individual approach of Robert McBurney and others gave way to the wholesale promotion and organization of a bewildering variety of activities until the individual was virtually lost in the maelstrom of confusion. Most social and religious institutions are still in this stage of uncertainty about the purpose and goal of their program. The results of this experiment<sup>a</sup> indicate that we should make the individual with his

<sup>a</sup> An adequate analysis of interests increased the range and amount of participation in activities and decreased the cancellations.

basic interests and needs the center of program organization. All the<sup>6</sup> activities, equipment, personnel, and elaborate schemes and organization are to be thought of only as means toward the development and growth of individuals capable of wholesome adjustment to and functioning in a progressing society.

This means actually starting with people where they are, here and now, and building from this point. Our main difficulty has been that we did not take time to find out where people actually were. We have accepted philosophies of education based upon interest but have made little attempt to understand the nature and function of interest. This accounts, in part, for the sterile excursions into this realm. We have been seeking short-cuts to the discovery of interests but as we have seen from the data of this experiment, nothing but the most thorough and technical procedures can hope to be adequate for this purpose.<sup>8</sup>

2. Another suggestion seems to be that we must deal with individuals first, rather than with groups, if we are to discover the basic interests. We must understand the individuals in a group if we are to understand the group, because, after all, the group is only a number of individuals who are associated together for the purpose of furthering mutual interests.<sup>7</sup> It is true that we must understand the group as a whole if we are to have adequate knowledge of the individuals which comprise it, but this follows rather than precedes the understanding of the individuals. The latter has been the emphasis for more than a decade in the Association. It pioneered the organization of small, homogeneous, natural groups as the unit for program operation, more than thirty years ago in its Town and Country Department. Since that time the idea has spread to all its departments and to virtually all organizations the world over. A number of techniques have been devised for eliciting the interests of groups on which programs have been constructed with less rather than more success. It is precisely at this point that the discussion technique<sup>8</sup> frequently breaks down. It has no way of uncovering these basic shared interests of the members of the group which are more frequently evidenced in the mores and traditions of the group than in verbal discussions. Many conferences and conventions em-

<sup>6</sup> See p. 112.

<sup>7</sup> For further discussion of this point, the writer refers to his monograph on *Educational Principles Underlying the Program of the Young Men's Christian Association* published by the Southern Summer School of the Y M C A, Atlanta, Ga., pp. 8-13.

<sup>8</sup> H. S. Elliot, *The Process of Group Thinking* (New York: Association Press, 1928), chaps. iii-iv,

ploying the most up-to-date discussional methods fail to come to any agreements for the same reason.

Individual counseling of the highest order should be an essential part of every group program. Individual case studies should go hand in hand with group case studies, if we are to use group organization most effectively in a program of religious education.

3. A third suggestion seems to point to the necessity of a much more thorough study of the social situations in which both individuals and groups play their parts. As we have pointed out in the first chapter, the fundamental interest or tendency is the most important factor in the social situation. From the Gestalt viewpoint it might even be interpreted as the desire to complete or close the gaps (aclosure) in an incomplete social situation. It is certainly very much concerned with adjustments to social situations. Therefore it seems more than probable that if we pursue the doctrine of interest to its logical conclusion, we will have to know how to analyze the complex factors which enter into every social situation and how they function in respect to each other.

4. A fourth suggestion has to do with the relationship between interests and values, which was merely mentioned in the first chapter. The philosophical discussions on theories of value are too many and too diverse even to attempt a summary. There is general agreement amongst several present-day philosophers including Dewey, Perry, Wieman and others, regarding the close relationship between value and interest. We have already quoted Professor Perry's view that interest is the constituent and constant source of all value. Professor Wieman prefers to see in value more of the element of teleology. The discussion has particular pertinence to us at this point as it relates to religious interests and values. He says:

Religion is the attempt or endeavor to get the best there is by adjusting oneself to that which determines the best as one knows it. . . . Religious interest is the most helpful adjustment to that which determines our greatest good. . . . Religious value resides in a teleology of interest, mediated by judgment and consciously determined.<sup>9</sup>

This is quite close to Professor Haydon's interpretation of religion as the cooperative quest for the highest values, except that Professor Haydon does not look for the source of religious value outside the social process.

<sup>9</sup> H. N. Wieman, Class Notes in "Theory of Value," Summer, 1928. See also his, *The Wrestle of Religion with Truth* (New York: The Macmillan Co., 1927), pp. 160-66,



Whatever differences there may be in the ultimate nature of religion, there is comparative agreement on the function of religion as an integrating force or quality in human life. Professor Bower has pointed this out very clearly in the following passages:

It is in the world of values that religion centres. Each specialized activity, such as the intellectual, the ethical, the aesthetic and the social, has its own set of values and experience in each field of activity is measurable, in large part by the degree in which it is conscious of these values and brings itself in conformity to them. But religion does not deal with specialized values. The trend of thinking in the psychology of religion is to discover religion in the fashion and idealization of all values whatsoever in what may be termed a total fundamental meaning and worth of life at the religious level. It would furthermore appear that at the point where experience rises to the level of evaluation, religion has a fundamental function to render in the control of experience.<sup>10</sup>

The above discussion serves to emphasize, first, the focal importance which value possesses in the realm of religion; and second, the fundamental relationship which interest has to value. If, then, the road to value lies through the pathways of interest, it should be of primal importance to religious education to understand the nature and function of interest.<sup>11</sup> This is probably the most basic implication of this thesis to the philosophy of religious education. The present study has made only a limited contribution in defining the concept of interest and demonstrating an effective method of uncovering them. Some "next steps" will be suggested in the next section which will deal with implications for the program of religious education.

Before commencing this discussion, however, it might be helpful to formulate a new goal or aim for religious education in light of the above discussion and the findings of this experiment. Certain it is that religious values must be achieved empirically through experience and cannot be handed down from some external authoritative source. It is also evident that the control of values will have to come through the control of interests. A logical aim or goal for religious education might well be the intelligent recognition and

<sup>10</sup> W. C. Bower, *The Curriculum of Religious Education* (New York: Charles Scribner's Sons, 1925), pp. 111-12.

<sup>11</sup> A practical proof of this fact was evidenced by the change in attitude on the part of both members and secretaries toward each other. An atmosphere of friendliness resulted largely from the counseling process,

evaluation of the basic interests of individuals and groups and their consequent redirection and integration as constituents of a unified personality in light of the highest welfare of society.

#### B. FOR THE PROGRAM OF RELIGIOUS EDUCATION

A member- or individual-centered program including the functioning of all the implications suggested above, would contain at least the following provisions:

1. An adequate method for analyzing and diagnosing the interests and patterns of behavior of the members within the organization. This procedure should include old as well as new members. The methods for accomplishing the latter have been suggested in this thesis. Certain adaptations would be necessary to analyze the old members.

The present practice of constructing programs is very similar to the patent medicine stage in the history of medicine. Activities, classes, lectures, etc., are a sort of cure-all for all ills. They serve as a kind of wholesale prescription without any attempt at individual diagnosis. To be at all scientific as educators we will have to follow in the footsteps of the practice in medicine and build our programs around the analysis and diagnosis of individuals from the standpoint of personality formation and growth. The medical fraternity has become increasingly interested in public sanitation and health to prevent the spread of contagious disease. Every advance, however, in preventive measures has been preceded by experimentation with diagnosis and treatment of innumerable individual cases. Even in the case of epidemics the diagnosis must be made individually. The history of man's partial mastery and control over disease is one of tireless and heroic achievement in medical science, benefiting the whole of society by means of experimentation upon and sometimes sacrifice of individuals.

A description of the process through which one of our members went, illustrates some points which are involved in such a procedure. We will reproduce the account almost verbatim as it was recorded:

Mr. B. was born of Polish parents in this country. His mother was a Lithuanian living in Poland. She died when B. was about six years old. There was one boy in addition to him, who died very young. He does not know of what his mother died. His father died two years ago when B. was 19 years old. Now he lives with his cousin. His step-mother is living and he has no use for her. She is trying to get what little there is of value of that which he got

from his father. He did not have much else to say about his step-mother.

He lives in a district populated by Polish and Lithuanians. His friends are of the gang type from what he says. There is a good deal of auto stealing, etc. When interviewed he had a very bad, black eye which he referred to as a souvenir. He got it in a fight of honor, the outcome of an argument over an insinuation which he made about a friend of his for whom he has no use, on account of his activity in car borrowing (?) and leading younger fellows astray in the same game. An interval of two weeks was allowed before the fight, and B. got the worst of it even though he had bettered the other chap several years ago. After this he came over to join the "Y" because he realized that he was going soft. He has done no fighting (with this exception) since his father died, as he promised his father that he would quit.

His interest blank shows a rather high number of interests with a low number of participations and skills. In school he was very fond of mathematics which he has taken up in night school. He finished only the eighth grade in public school, but has been about two years in night school where he has taken little else besides mathematics.

He has no use for girls. He cannot see that he can trust them. They are likely to get one into trouble and they cannot be depended upon in time of trouble. He has always been left alone to decide things for himself and he feels that he is very much alone. The book that has made a very great impression on him since he read it a long time ago, is *Oliver Twist*. He feels that Oliver went through a lot of things that he has had to face. He is sorry for Oliver because they made a thief out of him when he was a little boy and had no chance to think for himself. He was thrilled by the movie called "*The Isle of Lost Ships*." He admired the man of science because he could see in the strange things around him, the meanings that were hidden to ordinary people. He finds in his interests and studies, however, that when he gets to the point where he is stuck that he has a tendency to turn to something else. He never loses his fondness for mathematics.

In most cases books are the most interesting to him because he can get something from them that he can remember. People are not very interesting because they don't say things that are worth while. He has a habit of remembering new words that he hears and likes to think that he can speak good English. The gang he goes with look around and laugh at you if they hear you say "Thank you" or use any other expression of politeness.

When he was ten years old, his new mother sent him to get a dozen eggs. On the way home he dropped them and was scolded



when he got back home. His mother probably made some very bad reference or remark because that night he had a memorable dream in which a reddish light appeared in the distance and came at him, growing larger and holding him powerless until it had covered him up. This dream has returned very often since. He is more or less used to it now and says he is no longer afraid of it but he always looks wonderingly at the light and can't make out what it means. He knows that he dreams it and that it is not a real thing.

He often daydreams. They are like dope, you can lose yourself in them for a while but they do no good and he always jerks himself out of them and tells himself that he is asleep and to wake up. When he daydreams he thinks how nice things would be if he got a job and things went fine for him. He has worked at many things, including the Western Electric and the post office. He would be quite satisfied if he could be a clerk in the post office.

He has been troubled by bad dreams a good deal. Sometimes horrible things appear to him. The worst of these things are so bad that he can't describe them. Not being able to describe them is one of the features of their being very bad. It is not that they are too horrible to permit description but he cannot actually put them into words. Some of the dreams include women even though he has not seen one for perhaps two or three days, except old ones. He does not understand why he should have these dreams.

His teeth show a lot of repair work. The front four have been crowned with porcelain jacket crowns. This cost a hundred dollars. His teeth had been separated and he had further increased the condition when he was a boy by the use of a toothpick and a match till there were big holes between them and they were worn off on the ends. He had a great ambition to spit through his teeth. He was ashamed of his teeth in this condition and had them fixed up, even though he had to save hard to get the money and pay on the installment plan for a long time. His nose had been broken down in an accident when he was a little child. He had it operated on twice at the ——— hospital. The first operation was not very successful. A piece of the bone had decayed and the second job improved matters very little. The nose is now in a very broken down condition.

It just happened that it was convenient for B. to have his physical examination on the same evening as the interview. The examining physician reported the above noted signs and also that there was a negative knee reflex. The indications are that B. has inherited syphilis.

Following the examination B. was again interviewed. He told of the examination and said everything was O.K. except that the doctor was not able to make his knee jump. He was not surprised



at this because he thought it should not be expected with such little hits. It might be made to jump if you hit it with a hammer. He was then told what the knee jerk was and how it usually works. He was also carefully told about the congenital disease which may still be active in his system. He was very much interested. His father had told him once that when he had been a baby his hands had been covered with pimples and his fingers had been wrapped separately. He had often wondered if there was something wrong with him that other people did not have and he has often wondered if some day he would get smart enough to find out.

He was very much interested in having a Wasserman test and in knowing whether or not he could be cured if it proves that he has syphilis. The interviewer promised to get the necessary information for him in the very near future. He was interested in finding out how blood tests were made and how the Neo-salvarsan treatments were given. He was much relieved to find out that he would probably not have any great pain or trouble in the treatments. He is anxious to get back to work and get some money saved up.

At the opening of the first interview B. was rather inclined to talk in an indefinite way, assuming that the listener knew all about what he was talking about. He used a lot of phrases such as "so and so." As the interview progressed he seemed to get much more clear in his expression and at the end he was very friendly and seemed to appreciate the talk that he had. He was very anxious to learn when he should return for the promised information.

2/22/30

This morning B. was given the address of the Social Hygiene League. He promised to go there this afternoon.

2/27/30

B. reports that he went to the clinic last Saturday. He had a blood test and was told to report on Monday for a "spinal." He had had this on Monday as prescribed. He is much pleased that he is being cared for properly. His "Y" membership has meant a great deal to him already. He interviewed his uncle and found that his own father had contracted venereal infection when a young man and had been treated for it in the little town in the old country near his farm home.

4/1/30

During the weeks that have elapsed, B. has followed through on his course of examinations at the clinic. He has had four blood tests and a spinal fluid examination. All of them are negative and

he is very much pleased about it. He now feels that he has a clean bill of health and his recurring dream has not returned. He was encouraged to believe that it would not return with the hope that this would lessen the chances of its return rather than any certainty that it was actually eradicated from his dream life.

He was here bright and early this morning to fill out an application for a job at one of the radio factories which are re-opening. He is very happy now in the use of his "Y" privileges. He has been in the gym two or three times and several times in swimming. He is not taking part in any of the regular classes as yet but is planning to do so this week.

5/8/30

Through another man, B. was given a chance to work in a coffee shop where he would have a good opportunity to learn the business and have steady employment. He worked there four days and quit. He told his boss that his uncle had got a better job for him which the employer thought was only a trumped up story because he was tired of working. I found that B. was actually working at a tailor shop at a better position. It looks as if B. is actually going to work at last.

Note: The last information on B. was that he quit his tailoring job and took a four-week trip to Yellowstone Park and on his return did get a job in the post office where he is very contented.

This, of course, is a rather unusual case, but it combines so many features that occur quite frequently in other cases that it makes good illustrative material. If Mr. B. had come into the average Association, he would probably have been enrolled in a boxing and a gymnasium class. His real problem and his basic interests would thereby not only have been untouched but would have been complicated by a trial and error treatment which in his case would have been definitely detrimental.

The case study also illustrates the way in which the Interest Finder actually functioned in eliciting further information which was invaluable in analyzing the situation. His patterns of isolation, of feeling himself different from other folk, of a certain type of idealism which came from his reading, of a slight superiority over his gang and yet his desire to maintain it on a physical plane. All these and more stand out clearly in the record.

It also suggests how beneficial it is to have the physical examination data available to a counselor if he is to be of real help to him. The educative value from the physical examination came from the

secretary and not from the doctor. In an adequate counseling procedure, the physical examination should precede the interview, if possible, and the full data made available to the counselor. Most physical examinations have little or no relationship to the program which a member follows afterwards.

It illustrates concretely how closely treatment and diagnosis are bound together. In this instance treatment consisted in helping Mr. B. to secure adequate clinical examinations, which cleared up a mental uncertainty; in helping him get located vocationally; in helping him to find new outlets for his ambitions to take the place of fistic supremacy. The important point in all this is the fact that every activity was a means toward achieving satisfactions of basic interests on higher and therefore more satisfying levels. Every activity, class or team or club should be therapeutic if it is to have religious value in the real sense. The value emerges out of the quality of the experience in the activity, and not from the type of the activity itself. This illustrates how the functional concept of religion actually operates when applied to a case like this. We question whether religious educators can ever know when religion is functioning in this way unless we know the underlying factors in each case as we did in this one.

When a sufficient number of cases have been followed through courses of social treatment, we may eventually be able to prescribe with some certainty certain types of activity with the assurance that the desired results will be achieved. At present we know too little about controlling group experience to venture any prediction as to what will happen to any person that enters into it.

2. A second implication of this doctrine of interest is to require an organization of social groupings and activities that shall be adequate to meet the demands of a wide variety of interests such as we list on pages 75-76. The Englewood Department with its limited staff and equipment (limited when compared with what would be needed if a really thorough job were to be done) frankly set itself to attempt this task. An Activity Interest file was kept in which every activity which was checked by a new member was filed under that activity. These men were notified when and where that particular activity was to be organized (in case it was not already in operation). In this manner at least ten new activities were added to our list and the others materially strengthened. The following list shows the relative popularity of the various activities.



## THE INTERESTS OF YOUNG MEN

TABLE XIX

FIRST AND SECOND CHOICES OF ACTIVITY INTERESTS OF 439 APPLICANTS IN ALL GROUPS, AS CHECKED ON APPLICATION BLANK

<i>Activities</i>	<i>First Preference</i>	<i>Second Preference</i>
*1. Swimming .....	381	45
*2. Basketball .....	193	31
*3. Handball .....	115	32
*4. Calisthenics .....	113	13
**5. Boxing .....	110	34
*6. Billiards and Pool .....	98	23
*7. Baseball .....	91	34
*8. Gymnastics .....	86	26
*9. Tennis .....	76	60
**10. Rifle Club .....	67	35
**11. Wrestling .....	58	25
*12. Volleyball .....	54	22
13. Public Speaking .....	48	13
*14. Health .....	45	12
*15. Life Saving .....	40	17
*16. Track and Field .....	36	30
**17. Orchestra .....	35	10
18. Educational Trips .....	33	5
**19. Discussion Groups .....	32	2
*20. Checkers .....	31	8
**21. Glee Club .....	31	7
22. Thrift .....	31	6
**23. Young Men's Club .....	31	5
24. Camping .....	28	7
*25. Fencing .....	28	9
26. Hiking .....	27	19
27. Radio Programs .....	25	4
**28. Vocational Guidance .....	24	5
*29. Tumbling .....	23	15
**30. Sex Education .....	23	12
31. First Aid .....	22	5
*32. Co-Ed. Socials .....	21	9
*33. Lectures and Talks .....	21	3
**34. Dramatics .....	20	5
35. Travel .....	19	8
36. Night School .....	18	5
*37. Journalism .....	16	10
*38. Chess .....	14	10
39. Debating .....	13	2
*40. Ping Pong .....	12	4
41. Bible Study .....	12	5
42. Archery .....	11	12
*43. Cosmopolitan Club .....	7	2
44. Leader's Council .....	6	3
45. Co-Ed. Picnics .....	5	6
46. Business Men's Club .....	4	2
47. Aviation .....	2	
**48. Intercollegiate Club .....	2	
49. Basketball coaching .....	1	
50. Commercial Art .....	1	

\* Organized activity of regular program.

\*\* New activity organized as a result of the counseling system.



TABLE XX

SHOWING PREFERENCES FOR SERVICE OPPORTUNITIES LISTED ON  
APPLICATION BLANK

<i>Service Opportunity*</i>	<i>Preferences</i>	<i>Service Opportunity*</i>	<i>Preferences</i>
1. ....	26	17. ....	2
2. ....	10	18. ....	1
3. ....	11	19. ....	3
4. ....	5	20. ....	7
5. ....	3	21. ....	8
6. ....	6	22. ....	4
7. ....	5	23. ....	9
8. ....	8	24. ....	3
9. ....	7	25. ....	6
10. ....	2	26. ....	6
11. ....	8	27. ....	1
12. ....	4	28. ....	4
13. ....	5	29. ....	2
14. ....	6	30. ....	7
15. ....	3	31. ....	1
16. ....	8		

\* Listed on the reverse side of the Application Blank, See Appendix I.

These activities were checked on the reverse side of the application blank.<sup>12</sup> The activities named service opportunities were included with the hope that potential leadership for boys' groups, committee service, etc., might be located. The results on these items as a whole were very disappointing and led us to question the wisdom of attempting to uncover potential leadership in this way.

The activity interest checks, however, were quite reliable, as we noticed from Table XIV. With secretarial interviewing we could predict from this table that at least seven out of every ten of these activity interests would be followed through by the members. What happens after men enroll in the activities is the concern of the program secretaries in charge. This is undoubtedly the weakest link in our whole chain and brings us to the third implication.

3. The third implication has to do with personnel, both from the counseling standpoint and that of program operation. In the present situation, only one of the three secretarial counselors had any responsibility for program direction. Consequently, the information secured from the interviews had to be relayed to the secretaries concerned. The first method was to make a duplicate record of the pertinent parts of the interview and send it to each of the secretaries.

<sup>12</sup> See Appendix I.

This method had no appreciable effect, due to a lack of personal contact with the applicant, but even more to a lack of knowledge on the part of the secretary as to the significance of the information which they were receiving. In other words, we were asking secretaries (mostly students working part time) to use information of a technical nature which even professional psychiatrists at present are at a loss to know how to use effectively. One of the points at which all psychiatry is very ineffective is in the realm of treatment. Dr. Schroeder, Director of the Illinois Institute for Juvenile Research, stated at a recent meeting of Young Men's Christian Association secretaries that psychiatrists had developed considerable skill in the art of diagnosis but were still floundering when it came to therapeutics.<sup>18</sup> This is particularly difficult because of the uncertainty of controls in any social situation.

Our next effort was to call the whole program staff together each week and share with them as a group the information on the new men as they came in. We have already spoken of the other services which this staff clinic performed. It virtually became a training course in counseling and the application of its results to program operation on a member-centered basis. The attitude of the staff changed perceptibly with the result that many of the secretaries came in personally for counseling on their own behalf.

Our experience suggests that to carry out the member-interest program to its conclusion, provision should be made whereby every secretary dealing with program should be given the opportunity for a limited amount of general counseling of members at the time of admission in order that they may appreciate the process through experiencing it. In addition there should be a staff clinic in which the information is not only shared, but in which the experiences of the secretaries in dealing with the members from a therapeutic angle are discussed. This will combine the clinic with a staff consultation, which is a constant feature in every good hospital. Each secretary also should be assigned the special cases which come under his supervision, for continued follow-up as need requires.

Such a procedure, then, would require the gradual growth and development of counselors and program secretaries on the job, who will become competent to guide members through an individual-centered program of activities which are capable of satisfying their basic interests.

<sup>18</sup> Dr. Paul Schroeder, "Address before the Seminar on Counseling Individuals" at the General Offices of the Chicago Y M C A, Dec. 12, 1929.

4. Such a procedure is not merely one of following an individual through a series of experiences, as we have suggested time and time again. It means a knowledge and control of the factors which enter into the social situations into which we project our members. It means the intelligent guidance of group experiences through an indigenous leadership. This is one place at least where lay participation can operate naturally and effectively if properly motivated. This requires social engineering of a quality which is yet quite rare.

With an adequate empirical philosophy of religious education to guide it, with effective program methods and procedures to carry this philosophy into effect, and with a personnel sufficiently trained and skilled to operate these procedures, the Young Men's Christian Association may some day aspire to play its small part in the development of a society in which Christian personality may grow and find its fullest expression in a changing world.

## CHAPTER VI

### ORGANIZATION, METHODS AND INSTRUMENTS FOR COUNSELING

MANY suggestions and implications have been made in the preceding pages regarding organizational procedures. It is the aim of the present chapter to crystallize the major outcomes of the experiment together with additional results which came from our experience, into tangible and concrete suggestions for organizing what we consider the essential features of an effective counseling system in any institution. While the plans are designed to fit the needs of the Young Men's Christian Association they are equally applicable to many other religious and social agencies with slight modifications.

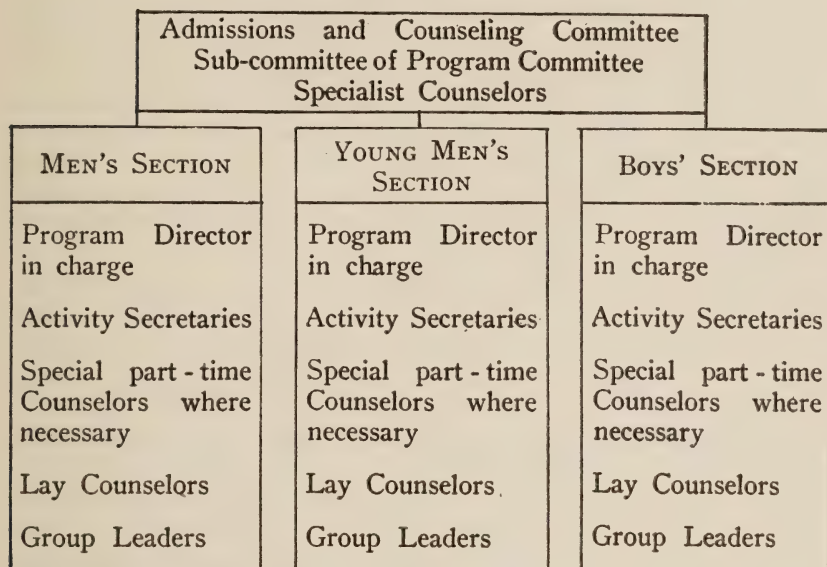
#### PLAN OF ORGANIZATION

It seems to be quite evident from the facts revealed from the experiment which are also verified by the experiences of many other Associations that the most effective counseling of members is that done by secretaries who are trained or training for this highly technical task. This does not mean that there is any virtue in the secretaryship itself. Untrained secretaries are just as ineffective as untrained laymen. It is perfectly reasonable to suppose that if trained and expert laymen could be enlisted for this service that just as good results would result. In the nature of the case these are hard to find. On the other hand, even should they be attainable for the initial counseling procedure the difficulty of transferring their results to the program secretaries and leaders would still be a major problem. The conviction that continuity between admissions and program operations is essential, leads the author to the opinion that counseling is a primary function of program itself and should therefore be an integral part and parcel of its total operation. If this be true, it is manifestly unwise to create an independent or separate section for personnel or membership counseling or admissions. Organizational procedure must be consistent with one's theory. If not, the theory becomes a dead letter, resulting in a dualism between



actual practice and professed theory which only results in conflict and confusion.

### DIAGRAM SUGGESTING ORGANIZATION OF COUNSELING PROGRAM



The above plan of organization <sup>1</sup> presumes unified program sections created on the basis of age groupings rather than on traditional physical, religious, social, educational sectional lines. A division on such lines only tends to disintegrate and confuse the Associations' approach to a member which serves to create problems for the counselor rather than to solve them. Such divisions are obviously activity-rather than person-centered in theory which we have seen is hardly tenable in modern education.

This scheme of organization centralizes the various counseling efforts into a counseling and admissions committee as a subcommittee of the general program committee, where such exists. Otherwise this counseling committee can be part of the Board of Directors or of some similar managing board. Such a Counseling Committee is best made up of representatives of the sectional committees

<sup>1</sup> Prepared by a committee of which the author was a member, for a Seminar made up of Secretaries of the Young Men's Christian Association of Chicago during 1929-30, on "How to Deal with Individuals."

interested in the counseling program of their respective sections. In addition to these members a number of Associations have enlisted key men in medicine, psychiatry and other professions to act as advisers to whom also specialized cases can be referred for more expert counsel.

The plan places the counseling responsibility squarely on the shoulders of the program director in charge of each section. Joint efforts in the way of training may be arranged for the Association as a whole, but the actual process and function of counseling is vested in each section separately. By this system the Boys' or Men's director sets up his membership files, acts as chairman of his staff clinic, arranges the schedules of secretaries for counseling, trains and supervises them in their follow-up and so on through the whole process.

Where it seems absolutely necessary, part-time counselors who have the requisite skill, may be brought in to serve during the rush hours. Care needs to be exercised in making their records complete enough to be usable by other secretaries who are to carry on the contact.

The main job of counseling, however, devolves upon the sectional director and his associates. No time is so profitably spent in the long run as it is in counseling members. The lure of numbers in a class or group oftentimes makes such activity seem more important but such values are more apparent than real. Our experiment showed conclusively that even from the financial standpoint the more effective the counseling procedure the more likelihood there was that the applicants paid their fees and became regular members.

The secretaries when fortified with sufficient knowledge about members in their groups or classes, are in much better position to deal intelligently with them. They tend to become more member-conscious, rather than activity- or mass-conscious, which changes the very nature of the activity itself.

The place of laymen in the counseling process is evidently quite different than that originally assumed by many advocates of lay participation. Where a layman has exceptional skill or training in this regard, there is obviously no reason why he should not be used in the capacity of counselor. There are several other functions, however, which laymen can perform naturally more in line with their existing qualifications. A few laymen are professionally trained or expert in many vocations or hobbies which may have particular value for various members at different times. Some of these men can serve

as specialist counselors as we have already suggested. Others can become sponsors and friends of certain needy cases. Some of the most frequent basic interests discovered were the desire for approval, for fellowship, for recognition, and the like. These are interests which can be satisfied only by social groups who appreciate and recognize such needs on the part of many new members who come into the Association. Many laymen in these various groups can and will make every effort to make new members feel genuinely at home in a group if they know what to do and how to do it. A group of residence men can find plenty of effective ways of being of real service to new and old members as well, by working in close cooperation with the counselors.

Another type of lay service which probably has more bearing in the boys' section than elsewhere, is in the capacity of leadership of groups. An effective leader should possess the skills of a counselor if he is to understand the members of his group. Individual case studies should go hand in hand with the case study of a group. In the leader as counselor we have the most ideal arrangement for effective follow-up through group controls. Here therapy can follow diagnosis in a continuous process. Counseling therefore should become an integral and indispensable part of the leadership training program of every organization.

## II. COUNSELING PROCEDURE

The next question which is generally asked, is, "How do you go about it?" "What are the steps to be followed?" For convenience the procedure can be divided into two parts, (A) the admissions process and (B) the follow-up.

A. *Admissions* refers to the initial steps through which a new member goes until he is actually oriented and assimilated into the group of men or boys comprising the membership of the organization. That this process is of primary importance to effective program operation has already been made evident. Several aspects of this admissions process deserve more detailed attention.

### I. *Time of Interview*

The best time for the admissions interview from both the practical and psychological standpoints seems to be at the point as near as possible to his initial application for membership. Unless you wish to enforce certain coercive regulations which require this interview before he enters any activity, this is the only time when you can



be sure of getting an interview. When a comparative stranger seeks membership in any organization, he puts himself in readiness for certain procedures. The interview is accepted as a matter of course and almost invariably is greatly appreciated. It is an evidence of the organization's "interest in" its individual members. In a mechanized society, such a recognition of personality factors is the exception rather than the rule and is therefore more obvious by way of contrast.

The more important reason for the early interview lies in the psychology of the admissions situation. First impressions are most important. If membership in the Association is important it should be treated in like manner, in respect to time, place and personnel. We have already suggested that the best secretarial leadership be used for counseling. This means that at no time should men at the counter or desk, busied by countless clerical duties, be permitted to deal with new members except to refer them to the counselor on duty. The first contact of the new member, if at all possible, should be with the best informed and best trained counselor, who is free to deal unhurriedly with him around his immediate concerns. Such an interview avoids at the start many misunderstandings and wrong conceptions about the Association which often come when men seek their way undirected through the maze of large city Associations' buildings and programs. It also has the advantage of giving the new member a perspective of himself in relation to the organization of which he is becoming a part. The disadvantages of scheduling interviews one or two weeks after application, in addition to the loss of time and clerical routine which is involved in making appointments, lie in the fact that the member quickly gets set into a routine of his own making, without any help or counsel from those best able to give it. Once set, it is much harder to motivate an interview, because the reasons for the same have largely disappeared in the mind of the new member himself. The practice of deferred interviews, therefore, largely negates the values of the whole counseling program.

## 2. *The Place*

The physical furnishing and arrangement of the room where the counseling is to take place is of considerable importance. The writer attempted to make his office homelike and as far removed from an office appearance as possible. Pictures on the walls, an easy chair



or two, no filing cabinets, attractive lighting, in fact a setting which immediately makes a man at ease and comfortable, tends to break down the formality of ordinary interviews. The atmosphere should be one of friendliness and goodwill. It is most surprising how such an experience tends to color the ensuing relationships of the member to the Association. If secretarial counselors can achieve this atmosphere in their counseling it does not need much imagination to foresee a continuation or extension of the same spirit into their activities as well. The very purpose and function of the Association at its best will then become a matter of practical behavior and conduct rather than expressed in creedal statements of message and purpose.

### 3. *The Schedule*

One can hear many practical-minded secretaries saying, "This sounds very well on paper, but how are we to find time to do this counseling on top of our already heavy schedule?" This is a fair question. The whole program is useless unless it can be actually carried out in practice. But we should remind ourselves that what we actually do reveals what is important to us, much more than what we talk about. If understanding and counseling persons into more intelligent and worth while achievement is regarded as important we will find time to do it. We need to examine the working philosophy back of all our activity if we wish to be consistent.

When an entire staff is convinced of the importance of the counseling program, the schedule is not at all difficult to arrange. Our investigation revealed that over 75 per cent of the new members applied between the hours of 6:30 and 9:30 P.M. Some nights are busier than others. In our situation, Wednesdays, Saturdays and Sundays were light, due to the custom of dating on these nights. Each Association can study its own situation in this regard and arrange its schedule accordingly.

On the basis of one hundred new accessions per month one regularly scheduled counselor on service each night can without much difficulty accommodate the men as they come in. The members applying during other hours of the day can often be counseled by secretaries in the building at the time or asked to return during the evening. Ofttimes these men are applicants for living in the residence and therefore are easily accessible the same or an evening or so later.

It is quite evident that such a plan of counseling presupposes a normal steady flow of new members, and is not practical without considerable adaptation to the sudden influx of new members which comes during membership campaigns. The latter creates an abnormal congestion of not only the admissions but also the whole assimilation process. The membership campaign is rather indefensible educationally from almost any standpoint except from that of mere expediency. In a sense it is an admission of failure of the existing program operation which should be re-examined rather carefully.

A few words should be said about the time required on the average, for each new member.

A study of the time required on the part of the various counselors per member revealed that in our experiment:

The Lay Counselors using the "free method" averaged a little over twenty minutes per member.

The Secretaries using the same method averaged thirty-five minutes, while,

The Secretaries using the "clinical method" averaged forty-three minutes.

The latter group included in many cases the time required to fill out the Interest Finder so the counselor's time would be considerably less. The actual time will depend upon the individual case. The more thoroughly the counseling is done, the longer it ordinarily takes. The number of new applicants on any given evening also determines the amount of time devoted to any one individual. These matters are questions which must be adjusted in each local setting as circumstances seem to warrant. It should be repeated again for the sake of emphasis that the time spent in counseling individuals is more than amply rewarded by increased appreciation of the members throughout their continued experience in all phases of the Association's program.

#### 4. *Records*

a. No phase of Association activity has been more sadly neglected than that of individual member's records. It was found necessary for our purpose to have each applicant fill out an Application Blank on which certain essential life history data were requested. The revised blank is reproduced here for those who are looking for this type of information. In some Associations these data are transferred directly to the member's cumulative record folder.

## APPLICATION BLANK

## YOUNG MEN'S CHRISTIAN ASSOCIATION OF .....

	Date	Where have you lived	Check
	of	most of your life?	place
Name.....	Age..... Birth.....	On farm	<input type="checkbox"/>
Present	Mo. Day Yr.	In village under 5,000	<input type="checkbox"/>
Home address.....	Phone.....	In city 5,000 to 100,000	<input type="checkbox"/>
		In city 100,000 to 1,000,000	<input type="checkbox"/>
How long have you lived in.....		In city over 1,000,000	<input type="checkbox"/>
Single.....	Married.....	Widower.....	Children.....
Business address.....	Firm.....	Phone.....	
Position.....	How long with this firm.....		
Father's name.....	Birthplace.....	Living.....	
Mother's birthplace.....	Living.....	No. brothers.....	Sisters.....
Church: Protestant.....	Catholic.....	Hebrew.....	Other.....
Member (Yes) (No)	Denomination.....	Local Church.....	
Education: (Put circle around last year completed)			
1 2 3 4 5 6	7 8 9	10 11 12	1 2 3 4
Grade School	Jr. High	Sr. High	College Professional
Name of last school or college..... Last year attending.....			
Are you continuing your education (Yes) (No) If so—where?.....			
Have you belonged to the Y M C A before? (Yes) (No). If so, where?.....			
To what other organizations outside of the church do you belong?.....			
What influenced you to apply for membership here?.....			
Introduced by what member..... Other friends.....			
References .....			
.....			
.....			

*(The form of application desired by the local Association should be inserted here)*

In addition to the Application Form, the applicant is informed concerning the purpose and function of the Interest Finder, which is filled out preliminary to the interview. The full instructions regarding the interpretation of this instrument follow later on in the chapter.

b. It is probably better to refrain from recording anything during the interview in order to avoid any suspicion on the part of the applicant that he is being sounded out or questioned for certain

information. The freer the interplay between counselor and member the more genuine the response will be. Recording the interview at this time often takes the counselor's attention away from the process of synthesizing and analyzing which should be going on all the time. At the close of the interview the recording of enrollments in certain activities needs to be done on the blank. We found it also helpful to issue introduction cards to each instructor of an activity in which the new member was enrolled.

c. The recording of the interview, however, should occur immediately after the interview either by hand or by means of a dictaphone, while the data is still fresh in mind. For the purpose of comparability and inclusiveness the outline for recording interviews as suggested on page 28 was followed by each counselor.

d. The next step seems to be some system of individual cumulative record for each member in which all the above data are collected and added to, during the ensuing months and years. The form and content of cumulative records is receiving careful study on the part of the National Conference on Research.<sup>2</sup> A number of good forms are already in use over the country.

e. Some forms of an Activity Interest File is necessary to keep account of the enrollments by activities or groups. The following (three by five) card can be made out in duplicate for each enrollment in every activity.

#### ACTIVITY INTEREST FILE

	.....	
		Name of Activity
Name .....		
Address.....		Phone.....
A. Behavior Patterns .....		
.....		
B. Basic Interests.....		
.....		
C. Recommendations for Treatment.....		
.....		
.....		

<sup>2</sup> See *Research and Studies II*, published by the General Board of the Young Men's Christian Association, New York, 1930, pp. 79-82.



The original card is placed in a master activity file in the program director's office. The duplicate card is sent to the secretary or leader concerned for his enrollment record. In addition to the address and phone number, the diagnosis of the counselor and his recommendations for treatment are transcribed from the interview record, in order that each leader or instructor may have some basis of approach. In case of any further question he can always refer back to the member's cumulative folder for information. One secretary made further use of this duplicate card to record the progress made by each member as he observed it.

f. Individual Participation Record. In addition to the above, some device is necessary by which the new member's participation in his various activities can be recorded daily. Such a record becomes an index, a sort of thermometer, sensitive enough to register the degree to which each member is entering into the organization's program. Failure to do so may be indicative of lack of adjustment or of some defect or weakness in the program. Immediate follow-up on the part of the counselor may save the situation. Delay is frequently fatal because the member has lost confidence in the whole program. It is surprising how many "members" come once or twice and never return and no one in the organization knows the reasons why. Dissatisfied members not only fail to renew their memberships but also spread discontent amongst their friends. The most logical approach to higher rates of renewals is through a study of participation of members in activities.

The participation record can be kept in various ways. The most common form is that of a class attendance record such as is used in public schools and other institutions. We found it more convenient to draw up a form adapted to each class or group with a stiff cardboard back which can be attached to an ordinary  $8\frac{1}{2} \times 11$  manila folder. This folder was kept in a regular file in the office except when in actual use by the instructor.<sup>8</sup>

The daily class record, however, fails to include many activities which are not organized by groups or classes. The following activity slip, described more fully on page 67, can be filled out at the locker counter for physical activities and a similar one at the front desk or counter for lobby games, etc.

<sup>8</sup> The Commission of the Boys' Work Secretaries of Chicago on "Groups and Leadership of Groups" has recently developed a very comprehensive "Group Cumulative Record" which includes an excellent class attendance record.

ACTIVITY SLIP	
Date.....	Basket No.....
Name .....	
<input type="checkbox"/> Noon class <input type="checkbox"/> 5:30 class <input type="checkbox"/> 8 o'clock class <input type="checkbox"/> Swimming <input type="checkbox"/> Bath only <input type="checkbox"/> Individual exercise <input type="checkbox"/> Individual Health Service only	<input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball <input type="checkbox"/> Handball <input type="checkbox"/> Baseball <input type="checkbox"/> Gymnastics <input type="checkbox"/> Boxing <input type="checkbox"/> Wrestling
Other .....	

Most of a member's participation will be recorded by these devices. The next step, however, is of the utmost importance. So far we have not brought together the total participation of each member in one place where it can be reviewed and examined. The following simple Member's Participation Record proved quite practical for our purposes.<sup>4</sup>

#### MEMBERS' PARTICIPATION RECORD

Name..... Address.....

Activities	Month																			
	Wk	S	PH		Wk	S	PH		Wk	S	PH		Wk	S	PH		Wk	S	PH	
	1																			
	2																			
	3																			
	4																			
	1																			
	2																			
	3																			
	4																			
	1																			
	2																			
	3																			
	4																			

This record can be kept on such a card for any convenient period up to a year's time when it can be transferred in more concise form

<sup>4</sup> A color scheme can be used to discriminate between the various classes or types of members if desired. The letter S refers to number of sessions. PH refers to number of program hours.

to the member's cumulative record.<sup>5</sup> Our experience seemed to indicate that the range of activities in which members participated ran from one to seven so that the form shown here was ample if used on both sides.

### 5. *The Staff Clinic*

Up to this point the relationships of the new member have largely been with the counselor and the secretaries or instructors of the activities in which he has enrolled. His welfare, however, is the concern of a much larger group, in fact, of the Association as a whole. The most direct representatives of the organization are the program secretaries, who should be conversant in some measure with the problems of each member. The most effective means of accomplishing this end seems to be some kind of a "clinic" <sup>6</sup> in which each counselor presents to the staff of the section, the pertinent data about each new member. After discussion of each case special recommendations and assignments are made to the secretaries who are to assume the responsibilities for follow-up. Such a clinic session not only considers incoming members but evaluates the methods which are used by the respective secretaries with the various members intrusted to their care. It becomes an excellent training medium for counselors and merits the most careful planning in order to make it most fruitful. From the standpoint of program effectiveness the staff clinic can become the most important session for secretaries, far more valuable than the usual staff conference. The clinic also offers splendid opportunity for bringing specialists of various kinds for counsel on special cases and also for purposes of staff training.

The frequency of clinic sessions depends upon the local situation. Weekly meetings (from one and one-half to two hours) for this purpose seem almost a necessity in any organization. In larger associations semi-weekly meetings can be held with profit.

With the members' cumulative folders on hand at each session we need not be reminded of the necessity for careful recording of results of the staff clinic on each case so there can be no question as to what assignments were made, etc.

<sup>5</sup> The Commission of Boys' Work Secretaries of Chicago has printed a very complete and practical "Individual Cumulative Record" which employs a graphic device for recording participation.

<sup>6</sup> The method has probably demonstrated its value most effectively in the Bronx Union and West Side Associations of New York City.



*B. The Follow-up*

It has been intimated several times that the admissions' procedure is only the first step in a larger process which continues as long as the member remains in the organization and in the minds of some men, for some years afterward. The counselor's task is not finished until the new member is happily located in and adjusted to the groups or classes which are best adapted to satisfy his self-recognized interests. The counselor has the responsibility of following through with each member to see whether he is making a satisfactory adjustment or not. In some cases other secretaries may assume, or be assigned this continuous relationship. It is essential that some secretary accept the responsibility for follow-up on each member in the organization.

Where natural-cohesive groups are organized leaders can and should assume the above responsibility for the members in their groups. In boys' groups the task is quite evident. In young men's groups the duties of the group adviser are not so clearly defined. Recent investigations in young men's sections seem to reveal the existence of natural-friendly groups amongst young men very similar to those amongst boys. In either case a more thorough study of the function of groups in the treatment of individuals seems to be necessary before we can expect any degree of certainty in our results.

### III. COUNSELING METHODS

The experiment seemed to indicate quite clearly that of the five methods employed the clinical or diagnostic interview by more experienced or trained counselors proved to be the most effective. The instrument used as the basis for this interview was the "Interest Finder" which is, as we have seen, an adaptation of several essential portions of several existing tests. A manual of detailed instructions for the use of the Interest Finder constitutes the closing section of this chapter. Before entering upon this discussion, however, several cautions should be given at several points in the counseling procedure. Even after considerable skill has been achieved in the use of the Interest Finder, it will become evident that more objective evidence is needed in doubtful cases. When a child tests low on intelligence it is always wise to use several tests for corroboration. Likewise it is wise to use various tests of intelligence, emotional instability, vocational interest, achievement along several lines, etc., where the case warrants and time is available. Some Associations are setting



up a specialized service of this kind for those who need it and are able to pay at least part of the costs involved. The costs in time for this type of service are quite heavy, and should not be undertaken unless a highly trained psychological counselor is available for the work. Even here care should be taken that too implicit faith is not placed in the gross scores of separate tests which at best have yet to be validated by much more clinical evidence.

For the ordinary Association such a procedure is not practical. Nevertheless, a number of serious cases bordering on the psychopathic come to the attention of every counselor. With some experience and considerable reading a counselor becomes fairly apt in spotting these individuals. If he is not careful a few cases of this kind can occupy most of his time because they are very interesting and intriguing. It is generally conceded by counselors of experience that secretaries, ministers, teachers and the like should not attempt to deal with psychopathic persons but should refer them to professional psychiatrists for the following reasons:

1. Such cases are so far gone that they need professional diagnosis and treatment of a kind beyond the capacity of even a trained counselor. Oft-times hospitalization is required which the Association cannot and should not provide. The responsibility for treatment of such cases clearly cannot be assumed by the Association.

2. The time involved is out of all proportion to the help given to the person when compared to the productive results secured with more normal persons. We have suggested several times that the best counseling was that which helped the individual to help himself. The psychopath has lost most of his capacity to help himself. His reserves are largely gone. Therefore the necessity for a long patient process of continuous outside help and suggestion. The capacity for self help may well be a good index of mental and social adjustment.

3. Our social organizations are not prepared to deal intelligently with a psychopathic member. There is still so much superstition about so-called insanity that our best groups are afraid of the mentally abnormal. The presence of such individuals in the various groups of the membership creates unwholesome situations which tend to become detrimental to all parties concerned.

Fortunately, the percentage of psychopaths is extremely low in most Associations. Out of the four hundred and thirty-nine members included in our study not more than six or seven (from one to

two per cent) could be diagnosed as such. The major opportunity of the Young Men's Christian Association seems unquestionably to be with the so-called normal boys and young men. In a sense its task could be said to be preventative rather than remedial.

Before leaving the discussion of "Methods" a word should be said regarding the question of "motivation." Much of the success or failure of the counseling process depends upon the attitude of the member himself. We found it best to present the whole procedure as an opportunity, a privilege, which the Association was offering to each new member. Participation on his part was strictly voluntary. Our only motive was to be of more service to him. A number of cases arose where men were suspicious of certain items on the application blank and the Interest Finder. Where such misunderstandings exist the answers or statements secured are unreliable and may as well be omitted. One man was quite reluctant to check the Interest Finder until it was pointed out to him that we were personally unconcerned whether he filled it out or not. In fact it would save us some time if he did not take advantage of this rather unique service. Whereupon he immediately sat down and checked the blank with real interest.

In general it might be said that until the applicant understands how this process is actually going to benefit him personally, it is questionable whether much real value results. This is particularly true in administering the Interest Finder or any paper and pencil tests. With the above precautions on mind we are ready to consider in more detail the instructions for using the Interest Finder.

#### MANUAL OF INSTRUCTIONS IN THE USE OF THE MEMBERS' INTEREST FINDER

##### *Purpose:*

The purpose of the Interest Finder is threefold:

- 1st. To help a secretary as well as the new member himself to get a fairly complete picture of his interest, participation and skill in the wide range of activities which the Association now or in the near future can conduct;
- 2nd. To discover the behavior patterns of the individual as revealed progressively through the blank; and
- 3rd. To uncover the basic interests of each person as a basis

for mutually selecting those activities or groups which are best designed to satisfy these interests.

The Finder provides a valuable tool for both secretaries and laymen in making psychological analyses of new members. Skilled counselors find it more helpful relatively than do unskilled laymen or secretaries.

#### *Age Level:*

The complete Finder is designed for men and young men sixteen years and over. An adaptation for boys ten years and over has proved very helpful in several Associations.<sup>1</sup> Other organizations can easily adapt the blank to their purposes by substituting their program of activities on the first page for the present list.

#### *Giving the Interest Finder:*

It should be clearly stated to the new member that the checking of the blank is purely voluntary. The Association is anxious to help him in the most constructive way. By analyzing the Interest Finder, the secretary together with the member, can more intelligently choose the course which will lead to most satisfaction for him. The Association is just as anxious for him to be satisfied as he is himself.

In other words, proper motivation in filling out the Interest Finder is essential to its proper use later, and will serve as the opening wedge in gaining the new member's confidence, which is an absolute requisite to a successful interview.

The applicant should fill out and blank himself without suggestions, except those which are necessary for checking the various sections.

It has been found helpful to suggest that the member fill out the blank rather quickly, checking his first impressions without questioning or debating his answers. These will probably be nearer to his true reactions. Incidentally, it takes less time for the process. In case he does not understand any item, suggest that he leave it until you go over the blank with him afterward. The average time for filling out the blank has been around twenty-five minutes.

It is much better to analyze the blank with him immediately while it is all fresh in his mind. With practice, the counselor, with the aid of the Finder, can make a fairly true analysis in thirty to thirty-five minutes, which enables the applicant to complete the first

<sup>1</sup> An adaptation for use with boys is included at the close of the chapter.



step of the admissions' process in an hour's time. Where more time is necessary, it is wise to carry on until the analysis is completed. Interest, oftentimes, is so intense that time flies without either being aware of it.

### *Scoring of the Test:*

There are two ways of scoring the Finder:

1st. By adding up the checks under each column as you go over the blank with the member. This is the method used in the process of analysis, which will be discussed under the heading "Interpretation."

2nd. By use of the scoring norms discussed in Chapter II. New norms are in process of construction which will be based on a much wider sampling of Y M C A members over the country. Stencils will be furnished by which a numerical score can be secured for each section and for the Finder as a whole.

### *Reliability:*

The reliability for the Finder as a whole is  $.95 \pm .01$  which is extremely high. The coefficients of reliability for the various sections are as follows: Section I—Participation,  $.84 \pm .02$ ; Interest,  $.87 \pm .02$ ; Skill,  $.87 \pm .02$ . Section II—Interest,  $.85 \pm .02$ ; Achievement,  $.80 \pm .02$ . Section III,  $.85 \pm .02$ ; Section IV,  $.80 \pm .02$ ; Section V,  $.81 \pm .02$ . This means that each section taken separately is a fairly true index of what each is supposed to measure.

### *Interpretation:*

The chief values of the Interest Finder seem to be as an instrument for *diagnosis* of activity interests, behavior patterns, and basic interest, rather than as a test. Further experimentation is being carried on to determine to what extent the instrument can be used as a measure of growth and change in interests. The immediate uses are in the diagnostic field which requires only the limited and immediate scoring suggested previously. The counselor should acquaint himself with the meanings of the terms: "activity interests," "behavior patterns," and "basic interests," as discussed in Chapter I. A more extended treatise is being prepared by the author for those who desire to delve deeper into the psychology and philosophy of *interest*.

Before attempting an analysis, it would be helpful for the coun-



selor to read carefully pages 46-56 in Chapter II and pages 126-130 in Chapter V which illustrate how two individuals were analyzed on the basis of the original Interest Finder. The present instrument has the advantage of listing a wide range of activities from which a choice can be made directly in terms of your present organized program. The following steps are suggestive of the way in which many interviews have developed:

1. Look over rather carefully the personal history data which appears in the Application Blank. Such items as advancement in schooling, nationality, birthplace, occupation, and others, may throw much light on the experience of the applicant.

2. Turn to the Interest Finder and note how accurately and fully he has filled it out. Often the length of time required to fill it out indicates whether the man is quick- or rather slow-moving in his mental processes. All omissions should be checked in order to get as complete a picture as possible. These omissions may be due to misunderstanding or to emotional repressions at some points.

3. The next step is to add up the columns on the first page, remarking, as you proceed, that it is often revealing to see how wide one's participation actually is in a list of activities such as this. The average man seems to participate "much" in from twelve to sixteen activities. Where there is marked deviation from this norm, there is usually some good reason forthcoming from the men. The balance is rather evenly distributed between "some" and "none." Where only one or two items are checked in the first column, this seems to indicate a rather retiring, recessive personality, tending to be introspective or inward-looking. Usually in such cases the preponderant number of checks are in the "none" column. The amount and range of activity seem to furnish some very real clues as to the nature of the person with whom you are dealing.<sup>a</sup>

The same process carried on with the "Interest" column furnishes some striking contrasts. The correlation between "Participation" and "Interest" in this test is only .42 due primarily to the fact that folks are interested in many more things than those in which they actually participate. The reverse is equally true; *i.e.*, they are invariably interested in those activities in which they participate most. The number of participation checks is generally no index to the number of interest checks. The introverted individual has more

<sup>a</sup> The list of activities have been arranged alphabetically with items 1 to 51 of a more individualistic nature and the balance more social in character. The latter require cooperation with some group. This device is of great help in spotting social or asocial tendencies.

interest checks than his more active brother. He probably gets his satisfaction in daydreaming about them instead of achieving actual success by sustained effort in them. In fact, this comparison between "much" and "some" "Participation" and "Interest" seems to give a real index to this ego-centric vs. alter-centric pattern of behavior. Where the "Participation" checks in the first two columns tally fairly well with the "Interest" checks, our experience seems to point to a rather wholesome emotionally balanced person. This clue can be checked through the interview by questions and finally by the way in which the last page is checked.

The column on "Indifference" also gives clues about the rather passive-lifeless person who does not seem to have much motive in life.

The column on "Dislike" deserves rather close scrutiny. Certain dislike patterns often appear when you put the dislike checks together. One man disliked everything which required strenuous effort; another, where any element of chance entered, which was found to come from a strong puritanical background. Some folks have many *dislikes*; others, very few.

The columns on "Skill" generally have a very high correlation with "Participation" and low with "Interest." There is close identification with the items checked under one and three, indicating that persons tend to develop skills around those things in which they participate most. Where this is not true, several questions may be asked (not to the applicant): Why has this person failed to develop skill around those activities in which he puts much of his time? Has he had some unfortunate early experience, such as sickness, which has retarded his achievements? How does he regard his failures? Does he feel inferior, hesitant, disappointed? Wherein seem to lie the chief difficulties? What can the Association do about it? It is readily seen that this skill column immediately projects the interview into the realm of the program of the Association. It is in a sense, "a modesty index," too, of the individual. Sometimes an applicant checks freely in the "much" column—far beyond the average—and he defends it by reciting his achievements. This attempt to "show off" may be his way of impressing you with his importance. He may be a bluff—a "limelight" seeker who is trying to compensate for his own inadequacy and inferiority. Such a clue in the beginning should be followed through so you will know how to deal with him for his own good in the Association. Usually, however, men tend to underrate their abilities.

4. The next column (left vacant) is for the purpose of definite enrollment in specific activities, and should be left at this time and returned to at the close of the analysis when you are surer of your ground. So far you have only a number of promising clues which need following up. Be free to ask questions about why certain items were checked, and you will be surprised how easily and naturally important experiences are recalled to mind which are just as revealing to the applicant as to yourself.

5. Section II on "School Subjects" continues the analysis in a different realm. It reveals rather quickly how the man regards his school experience—if he disliked school and why. What subjects did he enjoy most? Do they cluster around some patterns such as mathematics, science, literature, or what not? Is his achievement record in accordance with his interest? Was he best in these subjects he liked most, and so forth?

Comparison between Section I and II is often very significant. Section I corresponds to what is generally called extra-curricular activities. Does high achievement in school go hand in hand with interest and skill in the extra-curricular activities, or vice versa? Does the introspective—ego-centric person tend to get his satisfactions in grades rather than in student activities? Considerable experience in counseling with the Interest Finder indicates that evidence from this section on "School Subjects" substantiates essentially the clues which became apparent in the first section on "Activities."

6. Section III on "Kinds of People" seems to serve as a prejudice indicator. Where the checks are mostly in the "Like" column, it seems to indicate a rather optimistic cheerful person, easily satisfied and not overly critical. Where the checks predominate largely in the "Indifferent" column, the individual often turns out to be hesitant about expressing snap-judgments. The reflecting person realizes that no one characteristic or trait is sufficient grounds on which to pass judgment on an individual. The most marked responses come in the column headed "Dislikes." Here, as in the similar column under "Interest in Activities," the items tend to group themselves according to certain patterns. Many checks in this column indicate many points which act as stimuli for unconscious emotional responses of a negative character. Such an individual becomes a constant prey to a series of hostile or disagreeable situations. He, therefore, tends to be rather emotionally unstable. This interpretation seemed to be amply borne out both by the subsequent checking of the blank and by cross-questioning of the applicant himself.



It can be seen, even thus far, how self-revealing this process of analysis becomes to the applicant. In numerous cases he becomes amazed at the insights into his personality which grow out of this mutual sharing process.

7. Section IV deals with quite another approach to a man's experience. Here the applicant was asked to check his preference for differing relationships. This section deals more with his functions in a given situation. Where a personality is quite well integrated, the responses to this section seem to be fairly consistent and unified. For example, a man prefers: to give directions; much responsibility; to be chairman of a committee; service requiring decision; service requiring calmness; influencing people indirectly, etc. Here you have a pattern of an executive mind acting and deciding quickly—a modern business leader. But sometimes this is a daydream—a wish of a person who is unqualified for leadership by indecision. He likes to work alone; to follow directions; to shun responsibility. This section seems to isolate these conflicts within personalities in many cases. It is probably a more difficult section to analyze without considerable experience. Therefore, if the conflicting patterns are not fairly obvious, it would seem wise for the counselor to turn to the last section rather than read into it something that is not there.

8. Section V attempts in a general way to uncover ten of the most common behavior patterns of the individual. It is designed to serve as a check on the patterns which have been emerging throughout the course of the analysis. In a sense it serves to validate the interview process and vice versa. For example, an inferiority complex manifested in the interview corresponds to the check over the "Inferior in some cases" and less frequently to a check over "Markedly inferior." This first item is probably the least dependable of the ten because the alternatives are so obvious. The second item seeks to uncover the "persecution" or "world is against me" complex and seems to be quite discriminative.

The heavy portion of the line (which does not appear thus on the blank Interest Finder) indicates the abnormal or unwholesome response from the viewpoint of the mental hygienist. The checks in this section often elicit some very significant incidents in the life story of the individual which illuminate certain gaps or dark spots in the picture.

9. So far, we have not pressed the question of central motive or basic interests; although it has cropped out at various points dur-



ing the interview. To bring this to a head, the direct question is raised regarding the applicant's greatest ambition. The items on dreams and daydreaming in Section VI may have direct bearing on this question as well. From the behavior patterns should emerge quite clearly the basic interests or wishes of which they are the expressions in the overt behavior of the individual. The unwholesome patterns are records of distorted and unsuccessful ways of satisfying the basic interests. The feeling of persecution is one way (unconscious) to satisfy one's desire for recognition by elevating one's personality beyond the reach of the group which fails to recognize one's real genius and worth. An interest for new experience, such as drives Richard Halburton<sup>3</sup> to unheard of limits, finds little chance for normal expression in a limited city environment. The only recourse to many is the vicarious experience of the movies, the stock market, or the city delinquent gang.

In each individual, in varying degrees of intensity, are these basic interests which underneath led this applicant to the Y M C A with the unexpressed hope of fulfillment. To help him most we must help him bring this interest—this underlying motive—to consciousness where it can be examined and evaluated in the light of all the facts of past and present situations. Only then can the Association cooperate with him intelligently in directing or redirecting it into more fruitful channels of enduring satisfaction and achievement.

10. With this step accomplished, the secretary and member together can examine the activities anew on page I to see which are best suited to meet the demands of the newly recognized interests.

Several little devices may be helpful in this respect. By comparing the items in which the applicant was most interested, but in which he has little or no skill, the list of pertinent activities can be narrowed down to fifteen or twenty by merely checking in the blank column on the right. An examination of this list in the light of his basic interests and the counselor's knowledge of the various activities, actual choices of two or three best activities can be made and recorded in the right-hand column. These enrollments then go through the process mentioned previously in this chapter whereby the applicant becomes assimilated into the groups or classes selected.

By the satisfaction of present basic interests we grow into newer realms of possibility for development in which new values become realities.

<sup>3</sup> Richard Halburton, author of "The Royal Road to Romance" and "The Glorious Adventure."

## SONQUIST INTEREST FINDER

## SECTION I

Name..... Address..... Date.....

Participa- tion			Activities	Interest			Skill or Knowledge			Leave blank
M.	S.	N.		L.	I.	D.	VS.	F.	NS.	
			1. Animal Zoos .....							
			2. Art Galleries .....							
			3. Archery .....							
			4. Artist Club .....							
			5. Billiards and Pool .....							
			6. Biography .....							
			7. Bowling .....							
			8. Boxing .....							
			9. Calisthenics .....							
			10. Checkers and Chess .....							
			11. Continuing Education .....							
			12. Daily Papers .....							
			13. Detective Stories .....							
			14. Driving an automobile* .....							
			15. Fencing .....							
			16. Fiction .....							
			17. Fishing .....							
			18. Golf .....							
			19. Grand Opera .....							
			20. Gymnastics .....							
			21. Handball .....							
			22. Health Information .....							
			23. Hiking .....							
			24. Hobby Club .....							
			25. Hunting .....							
			26. Journalism and News Writing .....							
			27. Leading community sing- ing .....							
			28. Lectures and talks .....							
			29. Life saving .....							
			30. Magazines .....							
			31. Movies .....							
			32. Museums .....							
			33. Musical Comedy .....							
			34. Non-Fiction .....							
			35. Photography .....							
			36. Playing the horse races .....							

## SONQUIST INTEREST FINDER—(Continued)

<i>Participa- tion</i>			<i>Activities</i>		<i>Interest</i>			<i>Skill or Knowledge</i>			<i>Leave blank</i>
M.	S.	N.			L.	I.	D.	VS.	F.	NS.	
			37. Playing musical instru-								
			ment .....								
			38. Poetry .....								
			39. Public Speaking .....								
			40. Religious Talks and Ser-								
			mons .....								
			41. Rifle Club .....								
			42. Sex Education .....								
			43. Skating .....								
			44. Swimming .....								
			45. Symphony Concerts ....								
			46. Tennis .....								
			47. Track and Field .....								
			48. Travel Trips .....								
			49. Vocational Guidance ...								
			50. Vocational Placement...								
			51. Wrestling .....								
			52. Baseball in....out .....								
			53. Basketball .....								
			54. Bible Study .....								
			55. Bridge .....								
			56. Business Men's Club....								
			57. Camping .....								
			58. Coed socials and picnics								
			59. Dancing .....								
			60. Debating .....								
			61. Dramatics .....								
			62. Group discussion .....								
			63. Hockey .....								
			64. International Club .....								
			65. Singing in Glee Club or								
			Quartet .....								
			66. Tumbling .....								
			67. Volley Ball .....								
			68. Young Men's Clubs ....								
			69. ....								
			70. ....								

## SECTION II

SCHOOL SUBJECTS<sup>1</sup>

Below are a number of school subjects. In the columns on the left side check your preferences as you did in Section I under Interests. On the right is an achievement column. To the best of your memory place an X in the column which best represents the grades you received in each subject. Let EX refer to Excellent or A grades from 90-100; G for Good grades from 80-90; F for fair grades from 70-80; and P for poor grades below 70.

Interest				Achievement			
L.	I.	D.		EX.	GOOD	FAIR	POOR
			Algebra .....				
			Agriculture .....				
			Arithmetic .....				
			Art .....				
			Bible Study .....				
			Bookkeeping .....				
			Botany .....				
			Calculus .....				
			Chemistry .....				
			Civics .....				
			Dramatics .....				
			Economics .....				
			English composition.....				
			Geography .....				
			Geology .....				
			Geometry .....				
			History .....				
			Languages, ancient .....				
			Languages, modern .....				
			Literature .....				
			Mathematics .....				
			Manual training .....				
			Mechanical Drawing ....				
			Military Drill .....				
			Music .....				
			Nature Study .....				
			Penmanship .....				
			Philosophy .....				
			Physical training .....				
			Physics .....				
			Psychology .....				
			Physiology .....				
			Public speaking .....				
			Shop work .....				
			Shorthand .....				
			Spelling .....				
			Sociology .....				
			Typewriting .....				
			Zoology .....				

<sup>1</sup> Adapted from E. C. Strong's "Vocational Interest Blank" and reproduced by permission of the Stanford University Press.



## SECTION III

## KINDS OF PEOPLE

In a similar way check the column which best represents your interest in the following kinds of people. Your first impression is probably most reliable. L means *LIKE*; I—*INDIFFERENT*; D—*DISLIKE*.

	L.	I.	D.
Progressive people .....			
Energetic people .....			
Conservative people .....			
Overcautious people .....			
Nervous people .....			
Sick people .....			
Very old people .....			
Side show freaks .....			
Cripples .....			
People with "Bull dog" jaws .....			
People with gold teeth .....			
People with hooked noses .....			
Self-conscious people .....			
Blind people .....			
Deaf mutes .....			
People who borrow things .....			
Absent-minded people .....			
Quick-tempered people .....			
Optimists .....			
Pessimists .....			
People made rich in business .....			
People who assume leadership .....			
Natural leaders .....			
People easily led .....			
Thrifty people .....			
Emotional people .....			
Talkative people .....			
Spendthrifts .....			
Religious people .....			
People who are rattled easily .....			
People who have done you favors .....			

## SECTION IV

## CONTRASTING INTERESTS

Below are listed a number of contrasts in types of activities in the Y M C A. Check the one in each paragraph which most nearly meets your case.

1. ☐ Indoor Activity  
☐ Outdoor Activity
2. ☐ Slow movement  
☐ Rapid movement
3. ☐ Following directions  
☐ Giving directions
4. ☐ Much responsibility  
☐ Little or no responsibility
5. ☐ Working alone  
☐ Working and playing with other men
6. ☐ Member of Committee  
☐ Chairman of Committee
7. ☐ Staying with one activity  
☐ Engaging in a variety of activities
8. ☐ Play requiring quickness  
☐ Play requiring reliability
9. ☐ Service requiring calmness  
☐ Service requiring enthusiasm
10. ☐ Influencing people directly  
☐ Influencing people indirectly
11. ☐ Welfare work  
☐ Taking part in entertainments
12. ☐ Doing things as directed  
☐ Doing them your own way

KINDS OF PEOPLE<sup>1</sup>

(Continued)

	L.	I.	D.
Witty people .....			
Gruff people .....			
Negroes .....			
Foreigners .....			
People who talk very slowly .....			
People who always agree with you .....			
Loud people .....			
People who talk about themselves .....			
Carelessly dressed people .....			
Methodical people .....			
Fashionably dressed people .....			
Anti-evolutionists .....			
Socialists .....			
Bolshevists .....			
Independent in politics .....			
Teetotalers .....			
Women cleverer than you are .....			
Men who chew tobacco .....			
Men who use perfume .....			
Folks who chew gum .....			
Athletic men .....			
Athletic women .....			

<sup>1</sup> Adapted from Strong's "Vocational Interest Blank" and printed with special permission.

## CONTRASTING INTERESTS

(Continued)

13. ☐ Doing things requiring common sense  
☐ Work requiring factual information
14. ☐ Making a speech  
☐ Writing a speech
15. ☐ Canvass in a campaign  
☐ Have a friendly visit with a man
16. ☐ Use apparatus  
☐ Playing with a group
17. ☐ Detailed activity  
☐ Little or no detail
18. ☐ Physical activity  
☐ Mental activity
19. ☐ Playing a game  
☐ Watching a game
20. ☐ Amusement in a crowd  
☐ Amusement with one or two
21. ☐ Few close friends  
☐ Many acquaintances
22. ☐ Many girl friends  
☐ Few girl friends

## SECTION V

*PERSONAL REACTIONS*

Think back over the past few months on the following situations and place a check mark on the line over the phrase which best describes your most typical reactions. Read each line through carefully before checking. You can check several if you wish.

- |   |                                     |  |                                  |   |  |
|---|-------------------------------------|--|----------------------------------|---|--|
| 1. How have you felt toward other people?     | Very superior.                      | Somewhat superior.                             | About equal.                     | Inferior in some cases.                   | Markedly inferior.                         |
| 2. How have other folks treated you?          | Have definitely plotted against me. | Have it in for me generally.                   | Act in-differently to me.        | Friendly.                                 | Enthusiastic about me.                     |
| 3. How do you act when aggravated?            | Always good-natured and cool.       | Sometimes get little angry without showing it. | Become provoked sometimes.       | Become very angry.                        | Lose control of myself.                    |
| 4. What is your attitude toward life?         | Happy contented.                    | Generally well-satisfied.                      | Sometimes depressed and unhappy. | Usually depressed and sad.                | Very low-spirited no meaning in life.      |
| 5. How do you apply yourself to your work?    | Everything seems confused; unreal.  | Worried; hard to decide.                       | Occasional difficulty.           | Concentrate and decide easily.            | Everything perfectly clear.                |
| 6. In your relations with your home were you? | Left alone to decide for myself.    | Fairly independent.                            | Helped in making decisions.      | Usually carried out parents' wishes.      | Controlled entirely by will of parents.    |
| 7. How do you think about yourself?           | Always thinking of myself.          | Usually self-conscious.                        | Uncertain undecided.             | Generally lose myself in what I am doing. | Completely forget myself in my activities. |

8. What types of dreams do you have?	Nightmares	Walking in sleep.	Recurring dreams.	Clear sharp dreams.	Few and indistinct.	No dreams at all.
9. In what do you get your greatest satisfaction?	In achieving practical results.	In dreaming and making them come true.	Day-dreaming in my spare time.	Day-dreaming while at work.	In living in a dream world of my own.	
10. Do you feel most at ease with?	A group of women.	With just one woman.	With mixed group.	With just one man.	A group of men.	

After checking page two, answer, if you will, the following questions:

If you could do what you really want to do most as your life work, what would it be? .....

.....

As a result of this interview, what other interests seem most important to you?

.....

Remarks .....

.....



## ADAPTATIONS OF THE INTEREST FINDER

A number of adaptations of the Interest Finder have already been made for camps, schools, and other sections of the Association. The most extensive use of this technique was made by the following organizations:

1. The American Legion of Kenosha, Wis., with the cooperation of the local Y M C A in a study of the recreational interests of the boys and girls of that city.

2. The Camp Counselor Research of the Y M C A under the chairmanship of Chas. E. Hendry of Kenosha, Wis., used as a part of Counselor's Application Blank.

3. The Commission on "Records and Forms" of the Boys' Secretaries of the Y M C A of Chicago. A full manual of instructions together with a revised form of the Boy's Activity Finder was published with permission in the January issue of *Christian Citizenship*. This instrument is reproduced here to illustrate the way in which the technique can be adapted to almost any organizational needs by simply exchanging the list of activities which meet the needs of any particular institution. All arrangements of this kind, however, should be made through the publishers who hold the copyright for the Interest Finder.

A word of caution should be given those, however, who expect magical results from the mere instrument itself. Its chief value comes when it is used as a tool to aid in diagnosis. It is no substitute for skill in psychological analysis. The more skillful and trained counselors find it much more useful than the unskilled. Every counselor should strive through study, experience, and training to train himself by every available means to become more skillful in the use of all techniques and tools at his disposal. This is merely one of great many.

## YOUNG MEN'S CHRISTIAN ASSOCIATION OF CHICAGO BOYS ACTIVITY INTEREST FINDER

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_  
 Department \_\_\_\_\_ Joined \_\_\_\_\_ School Grade \_\_\_\_\_

Boys' Activity Interests	HAVE TAKEN PART IN			INTEREST IN			KNOWLEDGE OR SKILL			Leave Blank
	Much	Some	None	Like	Indifferent	Dislike	Much	Some	None	
Airplane (Model) Construction.....										
Archery .....										
Bead Work .....										
Bicycling .....										
Boating .....										
Boxing .....										
Canoeing .....										
Carpentry .....										
Cartooning .....										
Clay Modeling .....										
Checkers and Chess.....										
Dates with Girls.....										
Driving an Auto.....										
Finding My Life Work.....										
Fishing .....										
Golf .....										
Handball .....										
Harmonica .....										
Hiking .....										
Horseshoes .....										
Ice Skating .....										
Kite Flying .....										
Leather Craft .....										
Life Saving .....										
Magazines and Books.....										
Marbles .....										
Model Boats .....										
Movies .....										
Nature Study .....										
Newspapers .....										
Photography .....										
Radio .....										
Rifery .....										
Roller Skating .....										
Sex Information .....										
School Studies .....										
Smoking .....										
Soap Carving .....										
Stamps .....										
Swimming and Diving.....										
Tennis .....										
Track and Field.....										
Wrestling .....										
Wood Carving .....										
Work for Pay.....										
Banquets .....										
Baseball (Hard Ball).....										
Baseball (Soft Ball).....										
Basketball .....										
Boys' Club or Group.....										
Camping—Campercraft .....										
Card Playing .....										
Church or Synagogue.....										
Dancing .....										
First Aid .....										
Football .....										
Glee Club .....										
Indian Lore .....										
Leadership Training .....										
Learning About Other Countries.....										
Lobby Games and Tournaments.....										
Minstrel Shows .....										
Playing in Band or Orchestra.....										
Socials and Parties.....										
Soccer .....										
Stunts and Dramatics.....										
Sunday School .....										
Trips to Factories, etc.....										
Tumbling .....										
Volley Ball .....										

Interviewed by \_\_\_\_\_ Time to fill out \_\_\_\_\_

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# APPENDIX I

## MEMBERSHIP APPLICANT'S INFORMATION BLANK

Interviewed by .....	<i>Check Place of Birth</i>	
	On Farm	<input type="checkbox"/>
	Village under 1,000	<input type="checkbox"/>
Date .....	In city 1,000 to 5,000	<input type="checkbox"/>
	In city 5,000 to 25,000	<input type="checkbox"/>
Time .....	In city 25,000 to 100,000	<input type="checkbox"/>
	In city 100,000 to 1,000,000	<input type="checkbox"/>
	In city over 1,000,000	<input type="checkbox"/>
Name..... Age..... Date of Birth.....		
<i>Mo. Day Year</i>		
Residence Address..... Phone.....		
Business: Name of Firm.....Employer.....		
Address..... Kind of business..... Phone.....		
Salary		
How long with this firm?..... Position.....or wages.....		
<i>(not required)</i>		
Family: Home Town..... How long away from home?.....		
Live home..... Board..... Married..... Single..... Nationality.....		
Parents living: Father..... Mother..... Brothers and sisters.....		
<i>(name by ages)</i>		
Birthplace of Father..... Birthplace of Mother.....		
Religion: Protestant.... Denomination.... Attend what church?.....		
Hebrew..... Catholic..... Other..... Church Member (yes) (no).		
Name of Minister..... Do you hold office or do special work		
in church?..... What?.....		

## EDUCATION: (Circle highest year finished)

Grade School						Junior High		Senior High				College				Professional			
1	2	3	4	5	6	7	8	1	2	3	4	1	2	3	4	1	2	3	4

Name of School or College..... Year.....

Attend School now? (yes) (no). Where?..... Special study.....

Extra-curricular activities.....

Offices or positions .....

PREVIOUS Y M C A CONNECTIONS: Have you belonged to the Association before?..... As member?..... Associate?.....

OTHER CONNECTIONS: Do you belong to other organizations?.....

Which?..... Offices or positions.....

PUBLICITY: Introduced to Y M C A by.....

Other factors which acquainted me with and got me interested in the Association:

Conversation with friend..... Public Addresses..... Activity at

church.... School.... Place of work.... Elsewhere (name place).....

Newspaper "ad" or story (check which). Mail advertising matter.....

Saw building..... Signs on building..... Other.....

## PROGRAM OF ACTIVITIES

The following activities are either organized or organizable by this Department. Place a figure 1 in front of those in which you are immediately interested now; place a figure 2 in front of those in which you may wish to engage in the future.

- |                            |                             |                          |
|----------------------------|-----------------------------|--------------------------|
| 1. Calisthenics            | 18. Hiking                  | 32. Chess                |
| 2. Gymnastics              | 19. Camping                 | 33. Ping Pong            |
| 3. Leaders' Council        | 20. Archery                 | 34. Co-ed Socials        |
| 4. Wrestling               | 21. Sex Education           | 35. Co-ed Picnics        |
| 5. Boxing                  | 22. Night School            | 36. Bible Study          |
| 6. Basketball              | (Name course).....          | 37. Lectures and talks   |
| 7. Baseball: In....Out.... | 23. Orchestra (Name instru- | 38. Rifle Club           |
| 8. Handball                | ment) .....                 | 39. Fencing              |
| 9. Tennis                  | 24. Glee Club (Voice).....  | 40. Track and field      |
| 10. Volleyball             | .....                       | 41. Journalism           |
| 11. First Aid              | 25. Dramatics               | 42. Health               |
| 12. Swimming               | 26. Debating                | 43. Discussion groups    |
| 13. Life Saving            | 27. Travel                  | 44. Public speaking      |
| 14. Tumbling               | 28. Intercollegiate club    | 45. Young Men's Club     |
| 15. Billiards and Pool     | 29. Educational trips       | 46. Cosmopolitan Club    |
| 16. Thrift                 | 30. Radio programs          | 47. Business Men's Club  |
| 17. Vocational guidance    | 31. Checkers                | 48. Intercollegiate Club |

## SERVICE OPPORTUNITIES

Below are a number of opportunities for leadership and service. In case you are qualified and willing to serve in one or more types listed below double check (XX) those which immediately interest you; single check (X) those which you may like to do later.

1. Coach athletic teams or officiate at games or meets.
2. Teach others to swim.
3. Assist in playground activities.
4. Help develop and supervise neighborhood lots for baseball, tennis.
5. Tutor backward students.
6. Lead younger boys, high school, or other group, assist with hobby clubs.
7. Serve as junior or senior camp leader.
8. Conduct hikes.
9. Encourage and help others to remain in school.
10. Promote lecture or entertainment course.
11. Lend books that have been of particular help to you.
12. Run stereopticon or moving picture machine for some group.
13. Make posters, signs, charts to promote good causes.
14. Lead singing at meetings.
15. Enlist and lead others into active membership in Church and Sunday School.
16. Enlist and lead others into active membership in Y M C A.
17. Teach in the Sunday School.
18. Teach Bible study class or lead discussion group in the Y M C A.
19. Promote interest in and support of Y M C A Foreign work.
20. Promote community sanitation, hygiene, law observance, etc.
21. Serve on committees.
22. Earn and give and otherwise raise money for worthy causes and objects.
23. Provide Thanksgiving and Christmas dinners or other help for poor.
24. Plan and promote Father and Son, or Mother and Son Banquets.
25. Help find employment for others.
26. Carry on and promote correspondence with folk away from home and with folk of other countries.
27. Serve on Admissions and Counseling Committee.
28. Serve on Editorial Staff, membership publications.
29. Vocational guidance.
30. Americanization.
31. Give talks to Boys' Clubs. Other organizations. (Give subject).....
32. Others .....



## APPENDIX II

### COUNSELOR'S MEETING, SEPTEMBER 23, 1929

Mr. Sonquist, the Chairman, opened the meeting by giving a synopsis of the last meeting at which time the first interview or first contact was discussed. The main points brought out in that discussion were to find out where the fellow works, how long he has been in Chicago and where his home is. The counselors were cautioned not to talk too much about the ideals of the Association but to let the applicant or prospective member find them out as he came more in contact with the Association. The main point stressed was to find what his main interest was and starting from that base, work up.

Mr. Wright brought up the question as to whether the resident men who were working on this committee, should make public the fact that they were working on this committee. The decision of the committee was that they should say nothing about it.

The working schedule for the Counselor's was then outlined, it being as follows:

"One outside or general counselor and one resident man are to be on duty from 7:30 to 9:30 each evening in the week except Sunday evening, the schedule to commence on Monday evening, September 30th. The schedule was made up so that each counselor knows on what evening he is to be on duty."

Mr. Sonquist made the announcement that there will be a meeting of all the committees on Saturday evening, October 5th, at 6:15 here in the building at which time all committees will make a report on the work they have done and plans for the coming year are to be worked out and discussed. All counselors are urged to be at this meeting as it will be well worth their while to attend.

Another announcement was made by Mr. Sonquist that he and Mr. Harding were preparing a schedule of all the activities of the organization and that copies of the schedule would be in the hands of the counselors before an interview so that all counselors will know at what time the different activities are being held and in that way help him work out his schedule.

Further discussion of the interview was then taken up. It was decided to find out the applicant's dominating interest or his hobby, what he excelled in, get him to talking about his hobby and in that way the counselor could find out a great deal about the individual. Find out what his immediate thought was that brought him to the Y M C A. Let him look over the schedule and in that way find out just what activities most appeal to him. Each counselor will be supplied with a membership form so that he will have all information before him at all times.

After the counselor has found out the dominating interest of the individual and has gone into details thoroughly, he should take him to the desk for the signing up of the membership forms, arrange for his physical examination and then take the applicant down to the physical department, show him the equip-

ment, swimming pool, etc., and introduce him to the men in charge of that department.

After the first interview and after sufficient time has elapsed for the man to be taking part in the activities he has selected, inquiry should be made by the counselor as to whether he is following his schedule and if he has been present to take part in the activities and if he has not, the counselor should investigate his absence.

Last but not least, a record of the interview shall be made on the dictaphone, giving the report of the interview in full detail, things brought up in the interview, what he came here to the Y for, what he definitely wants to do here and the results that were accomplished during the interview. Copies of the dictaphone record are to be made and each counselor will be furnished with a copy of each interview he has made.

A code or number system is to be worked out for the files so that the counselor's name will not be mentioned in the report.

All counselors are urged to take much interest in this work as the more interest shown, more work would be accomplished and much would be gained both by the applicant and the counselor.

## APPENDIX III

### CLASS ATTENDANCE RECORD

[illegible]

BEHAVIOR OBSERVATION CHART  
ENGLEWOOD Y M C A

Class or Group..... Observer.....  
Date..... Hour..... Length of Observation.....

[illegible]



## APPENDIX V

### RECORD OF FOLLOW-UP INTERVIEW

Interview by.....

Date..... Length of Interview.....

1. Name..... Date of Admission.....

2. Change in address (if any).....

3. List activities actually participated in and length of time.

1. .... 5. ....

2. .... 6. ....

3. .... 7. ....

4. .... 8. ....

4. Give reasons for changes if any. ....

5. What are his basic, underlying interests in life?.....

6. What are his reactions to his experiences in the "Y"? Encourage him to describe concrete situations as nearly as possible.....

7. What suggestions for his benefit seem to grow out of the interview?.....

8. What are his definite reactions to the first interview? Did it help him to get adjusted into the "Y" program?.....





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